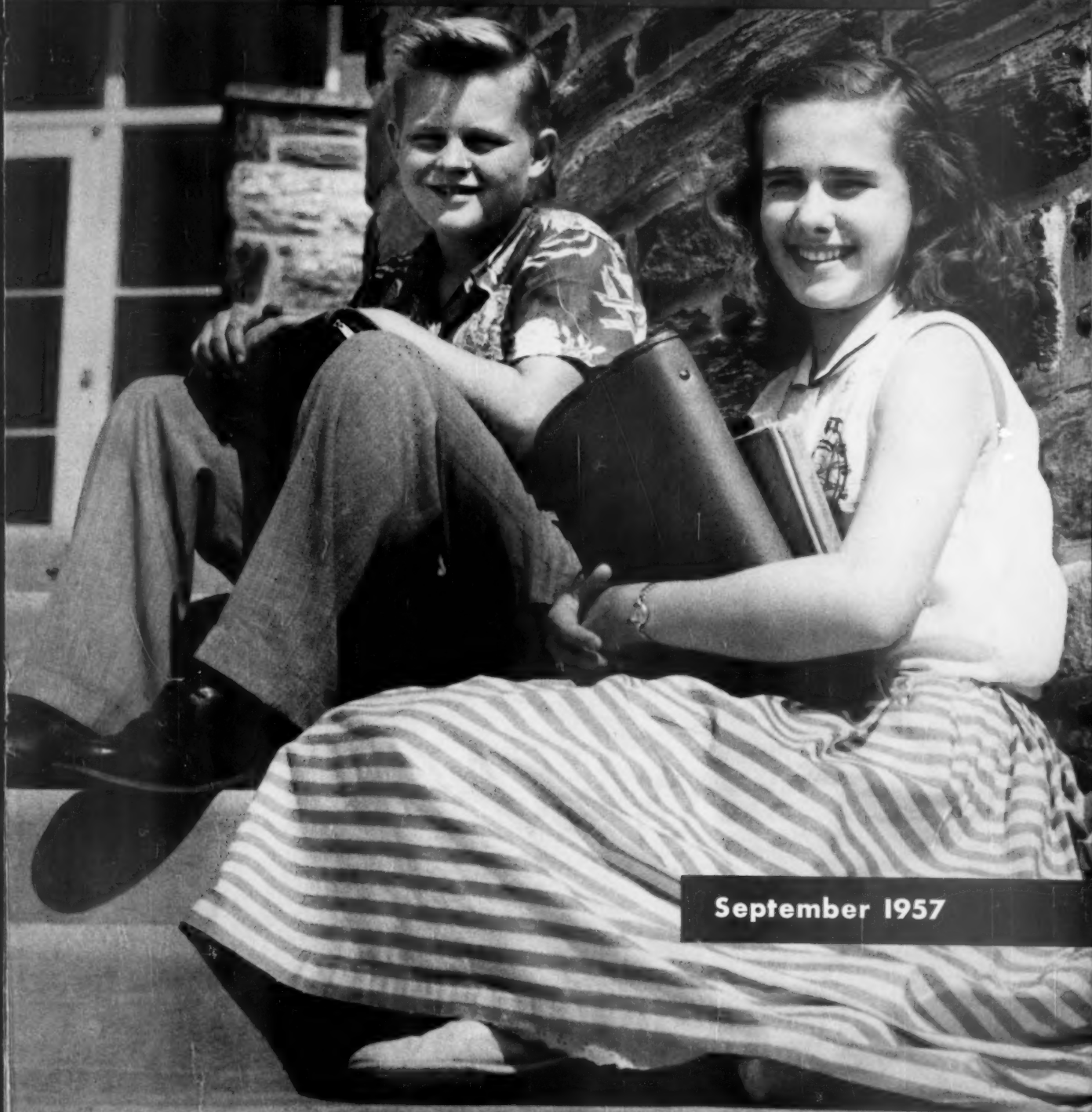


THE P.T.A. MAGAZINE

# *National Parent-Teacher*



September 1957

# Objects of the National Congress of Parents and Teachers



To promote the welfare of children and youth in home, school, church, and community.

To raise the standards of home life.

To secure adequate laws for the care and protection of children and youth.

To bring into closer relation the home and the school, that parents and teachers may cooperate intelligently in the training of the child.

To develop between educators and the general public such united efforts as will secure for every child the highest advantages in physical, mental, social, and spiritual education.

*Membership  
of the National  
Congress  
of Parents and  
Teachers, as of  
April 15, 1957, is  
10,694,474*

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Alabama.....	190,450	Louisiana.....	101,302	Pennsylvania.....	536,564
Arizona.....	72,571	Maine.....	28,276	Rhode Island.....	50,977
Arkansas.....	123,722	Maryland.....	169,007	South Carolina.....	89,067
California.....	1,632,798	Massachusetts.....	136,230	South Dakota.....	34,318
Colorado.....	155,916	Michigan.....	366,580	Tennessee.....	300,186
Connecticut.....	139,868	Minnesota.....	233,010	Texas.....	607,544
Delaware.....	30,651	Mississippi.....	78,354	Utah.....	98,305
D. C.....	44,157	Missouri.....	233,088	Vermont.....	22,710
Florida.....	294,053	Montana.....	32,927	Virginia.....	242,295
Georgia.....	230,892	Nebraska.....	67,024	Washington.....	214,030
Hawaii.....	69,337	Nevada.....	20,168	West Virginia.....	104,007
Idaho.....	51,960	New Hampshire.....	23,128	Wisconsin.....	135,032
Illinois.....	654,654	New Jersey.....	410,449	Wyoming.....	14,459
Indiana.....	243,986	New Mexico.....	39,387	Unorganized Territory..	17,475*
Iowa.....	145,632	New York.....	479,743		
Kansas.....	182,596	North Carolina.....	335,993	Total.....	10,694,474
Kentucky.....	170,490	North Dakota.....	40,834		
		Ohio.....	698,530		
		Oklahoma.....	172,014		
		Oregon.....	127,728		

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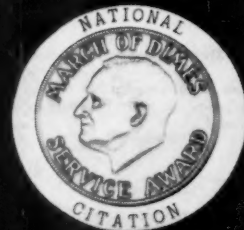
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"For the outstanding service your organization has performed in public health." With these words Basil O'Connor, president of the National Foundation for Infantile Paralysis, presented the beautifully inscribed plaque shown here to Mrs. Rollin Brown, president of the National Congress of Parents and Teachers, at the sixty-first annual convention of the parent-teacher organization.



THE NATIONAL CONGRESS OF PARENTS AND TEACHERS

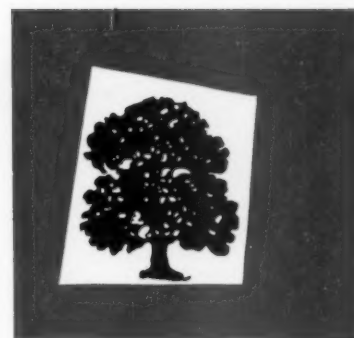
FOR STEADFAST SUPPORT AND UNPRECEDENTED PARTICIPATION OF PARENTS AND TEACHERS IN THE HISTORIC DEVELOPMENT OF A PREVENTIVE MEASURE AGAINST PARALYTIC POLIO AND FOR OUTSTANDING VOLUNTEER LEADERSHIP IN ACHIEVING RECORD ACCEPTANCE OF THE SALK VACCINE.

MAY 20, 1957

NATIONAL FOUNDATION FOR INFANTILE PARALYSIS



## THE PRESIDENT'S MESSAGE



# The New P.T.A. Year

IT'S SEPTEMBER again, the month that calls out: "Back to school. Back to work. And back to parent-teacher meetings."

September brings an added summons. It's the start of a new P.T.A. year—a new year, it should be noted, that does not come at the end of a recess. There are no recesses in the P.T.A. calendar, although many operations on the American scene do grind to a halt during the summer months. Veteran newsmen talk about the "silly season." They usually mean summer, the season when many news sources dry up, as legislative halls stand empty, theater stages are plunged into darkness, and "on vacation" signs swing from school and shop doors.

The P.T.A. schedule calls for no summer hiatus. True, general meetings are suspended while the public schools are closed. But all summer long parent-teacher work continues in committees that study, plan, and act. Summer doldrums are not for us. Ours is a round-the-calendar enterprise.

What's on the calendar for the new year? As always, each unit will work out its own answers. Where can members find suggestions? In the Action Program. In the legislation program. In the issues, big and small, that face us as parents, as citizens, as Americans. The range of choice is wide, and there is no lack of variety.

But to achieve, we'll have to set a goal. In drafting the program for the new year, P.T.A. units will be wise to heed several cautions:

*To choose projects that answer local needs.*

*To concentrate on two or three projects rather than dissipate valuable energy on a multitude of enterprises.*

*To distinguish between appropriate and inappropriate action.*

The last point calls for explanation. Some problems can be solved with dispatch; neither intensive study nor discussion is required. And often the P.T.A. can act alone, as the problem may be entirely within the scope of its resources.

Other problems—legislation, for example—cannot be so speedily taken in hand. They call for prolonged study and deliberation. And to succeed, a local unit may have to cooperate in a community-wide program of support.

Certain legislative issues the P.T.A. may be able to do little more than discuss, because action must await the drafting of state or national legislation. For such issues, however, the P.T.A. can serve as a forum for the exchange of ideas, a classroom to inform public opinion.

On some issues the P.T.A. may choose not to act at all. Such a decision need not prevent members from taking action as individual citizens. But even on these issues, the parent-teacher association can be the place where minds and consciences are informed.

Whatever else the contemporary scene may lack, one complaint cannot be levied against our times: that they offer a shortage of vital questions. Issues we do have, and many of them concern the P.T.A.—too many to let one parent-teacher meeting be frittered away on odds and ends tossed in at random. The Action Program, the state and national legislation programs, and the great issues that face us provide ample raw material for parent-teacher programs keyed to the urgent needs of our times.

In February we celebrated the sixtieth birthday of the parent-teacher organization. This program year finds us launched on our seventh decade. It is our devout hope that the first year of that decade will be for each member one of the most fruitful of all parent-teacher years.

*President, National Congress of Parents and Teachers*



# THE GREAT WALL

The missile experts are sending their shafts higher and higher. The bomb specialists are fashioning explosives that are mightier and mightier. And the sea, the air, and the earth are churned with testing. What lies behind the commotion? Fear—fear that men have of men. The question is asked here: Can men shoot away the fear that lies buried deep within themselves?

*Pauline Frederick*

I WAS IN GERMANY at the time of the lifting of the Berlin blockade back in 1949. I was a passenger on the first train scheduled to cross the border into East Germany—destination Berlin.

The hour for the crossing was midnight. We arrived at Helmstedt late in the afternoon, where we were joined by correspondents from the British zone. We were all instructed by the train commander on how to conduct ourselves should the Russians decide to attack the train. There were enough guards on board to protect us, he said, if we were concentrated in two cars. Therefore we were not to spread ourselves all over the train. Moreover, when we stopped at the first Soviet check point—Marienborne—just across the frontier, we were not to dare open any windows.

Just before midnight the train got up full steam and we started on our journey in a state of suppressed excitement. We were unusually quiet as the train moved across the countryside, awash with the full moonlight, and then over the historic Elbe River. We were quiet, but we were imagining all kinds of dire possibilities. Suddenly the train began to slow down and then came to a full halt. We were at Marienborne.

A figure stepped from the shadows. He was dressed in a Russian uniform. He moved toward our train commander, who held a sheaf of papers in his hand—travel orders for all of us on board. The Russian

glanced through the credentials, asked a question or two, and then waved us on.

But our having passed the first check point without incident did not mean that we were released from restrictions. Instead there was a new order from the train commander: All shades must be drawn at once and kept that way until we reached Berlin.

"Why?" I asked.

"You never know," he replied, "what they'll do out there. They might shoot."

We complied. But "they" did not do anything "out there." The train clicked on smoothly to East Berlin with scarcely a pebble flicking up from the roadbed to interrupt the hum of steel on steel.

"They" didn't do anything to us, but we did something to ourselves. We had limited our vision. We had heightened our anxiety. We had distorted our sense of values, so that when we arrived in Berlin we were disappointed—more disappointed over not having had a great adventure than moved by the fact that a powerful aggressor had been thwarted without the firing of a single gun.

That night we had sealed ourselves so completely in the train that we failed to appreciate the significance of our journey. Or, to use another figure, we had lived that night behind a great wall, the great wall of anxiety. It had blocked our insight as well as our outward look. If real danger had shown itself we might have been too tense to act reasonably.

## Values Turned Topsy-turvy

The great wall of anxiety hemmed in the fearful passengers on that Berlin train. In this age of anxiety the wall is a commonplace enclosure around many individuals. The poet T. S. Eliot could write prophetically in 1925:

*We are the hollow men  
We are the stuffed men  
Leaning together  
Headpiece filled with straw. Alas!*

Hollow men—and women—have been spawned by war and economic upheaval, which have done their best to empty human beings of sure values and direction. Hollow men and women concern themselves with “fitting in.” They live, as David Riesman puts it, as though they had radar sets attached to their heads, which tell them what others expect. They respond to these external instructions; their motives and directions come from others. They are like the unfortunates W. H. Auden describes in “On This Island”:

*The poet reciting to Lady Diana  
While the footmen whisper “Have a banana,”  
The judge enforcing the obsolete law,  
The banker making the loan for war,  
The expert designing the long-range gun  
To exterminate everyone under the sun,  
Would like to get out but can only mutter  
“What can I do? It’s my bread and butter.”*

Human beings who take their purpose in life from what the public thinks lean on a swaying reed. They accept the philosophy that economic security will release them from uncertainty about what they are and where they are going. They think they will be happy when they can be sure of higher incomes, better houses, more abundant food, stylish clothes, the latest gadgets, the fastest cars, the fullest social life, the highest professional standing, the finest entertainment. In this materialistic day it is widely assumed that these are the things that will fill human emptiness with satisfaction.

A child born into a world where security of person and possessions are supremely important is soon impressed with these goals. He finds his family striving to keep up with, or surpass, the Joneses. He learns that a major reason for going to school is to prepare himself for a good job, so that his future may be assured economically. He finds he is living in the shadow of a great wall of anxiety to achieve and maintain standards that public opinion dictates.

Now there is nothing wrong with trying to improve one’s economic situation and provide for the future. But to imbue our children with the belief that their main drive in life should be to get ahead economically, socially, and professionally is to fail to

develop in them the resources of mind and heart that will make them responsible members not only of their own families but also of the family of man.

If we would have our children grow into men and women who are able to obtain the world peace that we have failed to obtain, we must show them how they must first find peace within themselves.

In doing this, we shall have to admit to them that we are not sure whether there is real danger on the other side of the wall or whether we have become victims of our own fears. Furthermore, we shall have to admit that if there is any substantial threat “out there,” the wall may not be the best protection. We do not know, because we have not allowed ourselves to perceive the true nature of the trouble.

Within the view of our children we must shatter this barrier of anxiety that has limited our freedom to be, and act like, responsible human beings. We can retain a normal feeling of concern about the future, but that is very different from being dominated by it.

Then we must explain to our boys and girls that the greatest strength to meet a real enemy comes from understanding that enemy. And to understand another, whether friend or foe, requires first that we understand ourselves—our pride and prejudice, our hopes and fears, our ambitions and frustrations. We must explain to them that when they have determined these things about themselves they will be dominated by courage instead of fear.

Socrates was once asked to describe the ideal city by a skeptic who said he did not believe any such city of God existed. The great teacher of Athens answered: “Whether such a city exists in heaven or ever will exist on earth, the wise man will live after the manner of that city, having nothing to do with any other, and in so looking upon it, will set his own house in order.”

When we have helped our children set their own houses in order they will be prepared to live after the manner of that city. They will have the qualities and attitudes that will enable them to play a responsible role in the family of man. In looking at this great responsibility we hope our children will be prepared to carry tomorrow, we are confronted once more with a barrier of anxiety that stirs the passion for security.

## Constant Fear—Inconstant Foe

We say our purpose is to achieve peace. But we fear that “they” will do something “out there”; “they might shoot.” Today “they” means the Soviet Union. Tomorrow “they” may mean another earthly power—or power from another planet. Be that as it may, we believe we can attain peace only through preparation for war.

In building our arsenal, therefore, we dare not permit the Soviet Union to outdo us in the develop-

The United Nations Security Council in session.

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ment of weapons that will kill the most people at one blow. When we learn that the Soviet Union is training more and more of its young people in science to serve the arms race, we offer incentives to our students to become scientists.

We pour great quantities of our treasure and manpower into what we believe is necessary. This year the federal budget calls for some \$45 billion for military expenditures. That averages about \$260 for each of the 170 million men, women, and children in this country. By comparison, this year each of us will contribute sixteen cents to the United Nations.

As the nuclear arms race mounts faster, diplomats talk about disarmament. But they are helpless. Each of their governments fears to relax its competition for military position lest it sacrifice its security. Even to maintain its standing, the tempo of its weapons development must constantly increase.

There can be another threatening result of the uncontrolled arms race. Up to now, the big powers have held nuclear and missile development within their own exclusive circle. But in a comparatively short time other nations, not now in the club, may well begin toying with their own nuclear weapons. What, then, if a small nation decides to loose a missile or a bomb against its neighbor, with radiation poisoning that respects no boundaries? Will it matter much to feel secure from attack by Russia if a Latin American dictator decides to pursue his feud with a neighboring dictator by hurling a bolt that could contain the seeds of our destruction as well?

Can our drive for the most potent bomb, the most effective guided missile, give us freedom from the fear of war? Or is it true that, as Secretary-General Hammarskjöld has said, "It is when we all play safe that we create a world of the utmost insecurity. It is when we all play safe that fatality will lead us to our doom."

The story is told of how, at noon on the nineteenth day of May in 1780, the skies at Hartford, Connecti-

cut, turned from blue to gray. By the middle of the afternoon they had blackened so that men fell on their knees begging for a final blessing before the end of the world. The Connecticut House of Representatives was in session. As some men fell to the floor and others demanded adjournment, the speaker of the house silenced the uproar with these words:

"The day of judgment is either approaching or it is not. If it is not, there is no cause for adjournment. If it is, I choose to be found doing my duty. I wish, therefore, that candles may be brought."

Perhaps the time has come for some candles to be brought to illuminate the nature of the international problem we face and consequently the qualities and attitudes needed to meet it.

In the United Nations' treatment of the recent crises in Egypt and Hungary we find that nations shrank from using the arms they had so frantically accumulated. Instead they sought peace at the conference table. They appeared to be making the choice that was put to us correspondents by Prime Minister Nehru when he last visited U.N. headquarters. As he spoke in our clubroom he recalled an inscription on a monument in Lahore: "Will you be governed by the pen or the sword?"

This last year when the crises in Hungary and the Middle East cast their pall over the world, it appeared that governments, through the United Nations, were trying at last to choose rule by the pen. At times it seemed they would fail, but they kept on trying.

### **Triumph of an Idea**

There is no more dramatic illustration of how an idea can triumph over the most advanced weapons than the entrance of the United Nations Emergency Force into Egypt. The General Assembly gave Secretary-General Hammarskjöld forty-eight hours in which to draw up plans for that force. After the Assembly had approved his blueprints, the U.N.E.F.



was created in something like a week. Here was a new kind of army made up of men of ten nations who were commissioned not to fight but to make sure there would be no fighting.

I was with Mr. Hammarskjöld when he went to Naples last November to fly to the battle front with some of those men. I remember the deprecating remarks by correspondents who had been covering the war. What could these callow youths do with their light arms—arms that seemed like cap pistols in comparison with the modern weapons available? What would happen when they were shot at?

But they were not shot at. Not because they carried more powerful guns than were available to the belligerents, but because they represented a force greater than anything that could be used against them: the determined will of millions that there must be peace.

You may well say that although our nuclear weapons were not used, the mere fact that we had them gave us a security against the launching of a nuclear war. But is this security? Are we free from anxiety that these weapons will ever be used?

It seems to me that the only real security we have against war is in peace settlements that eliminate the causes of war. Since the last war crises, continuing efforts have been made to adjust some of the problems that contributed to the conflict in the Middle East. Conferences are going on daily at the U.N.

This is a dull process and a very slow one. It takes a long time to explore the hopes and fears, pride and prejudice, ambitions and frustrations of millions of people. It takes a long time to find even a tiny spot of common ground on which to try to build a structure of peace. We are an impatient people. We grow uneasy if miracles are not performed overnight, even though the conflicts have roots that are centuries old.

We made a great contribution to the beginning of the United Nations. It was largely our dream. It came to life under our auspices and found its home in our soil. But we frequently fail to understand its purpose, just as we do not always understand our own children. We think in terms of physical security and feel that if the U.N. does not have a military force that is effective it will not protect us.

Yet the U.N. has demonstrated that it has a potential for preventing war. It offers a way—through negotiation, inquiry, mediation, conciliation, arbitration, judicial settlement, and all other peaceful means—for human beings to adjust their differences.

Mr. Hammarskjöld has a favorite name for the United Nations. He calls it "This House." It is within this House that the family of nations is trying to learn constructive family living—even as you do in your house. Many times the going is rough. There are quarrels and frustrations, illness and unhappiness, social and psychological problems. But the mature family does not break up because the problems are difficult.

There is one room in this U.N. House that Mr. Hammarskjöld considers of the greatest importance. It is not the Assembly Chamber or any of the council or conference rooms. It is the Meditation Room, where men can seek peace within themselves.

The Meditation Room was established in response to requests that there be some symbol of religion within this world organization. To accommodate the various religions represented in the U.N., a kind of universal altar was set up at the front—the stump of an ancient Belgian oak.

### **The Meaning of the Room**

Last summer this room became the object of Mr. Hammarskjöld's special attention. He had it lengthened to give the illusion of distance. In the center of the room was placed a six-ton block of Swedish iron ore, with a single shaft of light focused on its polished surface. But let Mr. Hammarskjöld explain what he is trying to accomplish:

This House must have one room, one place which is dedicated to silence . . . to silence in the outward sense and stillness in the inner sense. . . . We had to create a room of stillness where nothing intrudes on those who want to find stillness . . . a room of stillness with perhaps one very simple symbol—light, striking on stone. . . . In the center of the room there is this block of iron ore, shimmering like ice in a shaft of light from above . . . a meeting of the light of the sky and the earth. . . . The stone in the center symbolizes an altar to the God of all.

We are trying to turn swords into ploughshares, and we thought we could bless by our thoughts the very material out of which arms are made. For that reason we felt it was appropriate that the material to represent the earth be iron ore, the material out of which swords have been made and out of which homes for men are also built. . . .

We want to bring back in this room the stillness which we have lost in our streets and in our conference rooms, and to bring it back in a setting in which the light of the skies gives life to the earth—a symbol to many of us of what the light of the spirit gives to man. We want to bring back the idea of worship, devotion to something greater and higher than ourselves. . . .

When we come to our deepest feelings and urgings we have to be alone. We have to feel the sky and the earth and hear the voice that speaks from within us. We were trying to create a Meditation Room where men of all kinds would have a place where each could find his God.

This is the concept of a man who is playing one of the most responsible roles in the family of man today. This must be our dedication, too, if we would instill in our children and youth the qualities and attitudes that will enable them to play a responsible role in the family of man. We must help our young people find themselves and find their God.

---

*Pauline Frederick is a distinguished foreign correspondent and news commentator heard over the NBC network. This article is taken from an address she gave at the 1957 National Congress convention.*

*This is the first article in the 1957-58 study program on adolescence.*

# Those Physical Changes of Adolescence



© H. Armstrong Roberts

*Harold E. Jones*

ANYBODY WHO HAS SEEN more than one adolescent knows what wide variations can be found among boys and girls in this phase of growth. At fourteen years of age Jim Thompson is tall, broad shouldered, and deep voiced. Jack Foster, also fourteen, is a foot shorter; his voice is a boyish treble; and the jackets he was wearing two years ago still fit comfortably.

Fourteens don't come in a fixed size or poundage. A fourteen-year-old may be a towering six-foot-one or a meager four-foot-eleven. He may weigh a hundred and sixty pounds or a bare hundred. His shoulders may rival Tarzan's, or they may invite no comparison at all.

During adolescence height, weight, and shoulder and hip breadth are far from sure guides to birthdays. Boys and girls of the same age exhibit a vast diversity of sizes and shapes. No single mold fits all of them.

What can we learn about adolescent growth from external observation and measurement? What can we learn by examining the outer picture of adolescent development?

Height and weight are readily measured. They are two aspects of physical growth that parents and teachers are most familiar with. Let's begin with them.

A rapid growth in height may be the first outward sign of adolescent changes. The swift spurt may be followed a few months later by a rapid gain in weight. Generally height and weight grow in pace, though at times an individual child seems to be putting on inches rather than pounds, or *vice versa*.

Typically the adolescent growth spurt begins at about age twelve in boys, reaches its peak before fourteen, then tapers off in the middle teens.

The majority of girls enter puberty a year or two earlier. Girls between eleven and thirteen are, on the average, taller and heavier than boys the same age. The disparity is quite apparent in the classroom. Girls in the sixth and seventh grades are relatively more mature than the boys beside them and sometimes tower above them. These differences are reversed in the next few years, when the girls have nearly ceased their growth while boys are advancing rapidly.

Height is made up of different components—head, trunk, legs—which have different growth patterns. Although the head reaches nearly its adult size in childhood, adolescence brings striking changes in facial contour. The face lengthens, and at this time, also, there may be temporary disproportions as face

**We may not be able to influence the course of teen-age physical growth, but knowing and understanding the outer growth, we can take steps to assure wholesome inner growth.**

and body change. The nose may jut out obtrusively, and for a year or two an adolescent may pass through a "fatty" or "string-bean" stage. But in the course of time most young people recover good proportions.

Traditionally the change of voice in the boy has been regarded as a sign of the beginning of adolescence, but actually it comes late in the period. By this time other typical changes are fairly far advanced.

### **The Normal Band Is Broad**

Of course, not all boys and girls start adolescence at the same time. Some are early bloomers; others are late bloomers. And each child moves through these changes at his or her own rate.

A healthy boy of fourteen and a healthy girl of twelve may show a rapid spurt of growth, or they may grow quite gradually. A girl may menstruate for the first time at nine—or at seventeen. These differences need not cause concern. Boys and girls may not follow the typical pattern and still be healthy and normal.

The adolescent boy or girl may feel strongly about these variations in development—and for understandable reasons. The late-developing boy, for instance, is smaller than many of the other fellows of his age

and grade. He is too short to play basketball, too light to go out for football, too small to be of interest to the girls, too undersized to "rate" in any of the high-ranking sports or social activities. Such a lad has a hard time coming to terms with himself during the several important years while his development lags far behind that of the other boys and girls of his group.

Just the opposite problem is likely to be the fate of the girl who grows up sooner and faster than the other girls her age. Since girls develop earlier than do boys, the early developing girl is apt to be the biggest, the tallest, and the most matured in her grade at school. She usually sits at the back of her classroom. When her class picture is taken, she is invariably found in the last row. And she takes a back seat in many another function, simply because she is big for her age. Then, too, she is usually ready for dates and other boy-girl activities some time before the majority of her classmates are. So she must postpone those social functions as well as other grown-up interests until her friends catch up with her—a frustrating experience for many a young adolescent girl.

Some years ago our knowledge of physical growth was based chiefly on records for groups of children at successive ages. All the children in a given school, or even in a whole system, were measured and weighed. These measurements were then used to compute the average height and weight for each age.

This method can yield misleading results, especially with regard to the evenness or regularity of growth. The fact is that at any given age some children are growing faster or more slowly than is the average child. Group averages tend to smooth out and conceal these variations.

We now have an increasing number of records that portray the growth of individual children. Measurements of the same children, taken at intervals from earliest infancy to maturity, are giving us a much better picture of growth than we can get from group averages. Moreover, in such records we are better able to discern the influence of health and nutrition on growth.

### **Are They Measuring Up?**

Parents often ask: "Is my child growing as he should? Is his weight normal?" An age-height-weight table enables us to compare a child's weight with the expectation for his sex, age, and height. The child who is more than 6 per cent below the expectation is considered underweight.

However, in the past many tables disregarded body build. A child may be underweight with reference to a statistical norm but still heavy enough for his body build if he happens to have a naturally slender physique.

We know that some adolescents are haunted by

doubts that they are not measuring up in growth, development, and appearance. Boys may worry that they are too short or too heavy; that they have a poor physique; that they lack muscular strength. Unusual facial features, skin blemishes, and narrow shoulders may give them more than one uneasy hour.

Girls, for their part, may also worry about being too tall, too fat, or too thin. They may be unhappy about some facial feature or about their hair growth or body contour. They may be distressed by their general physical appearance.

Both boys and girls may fret over acne, which is brought on by glandular imbalance, poor eating habits, and physical changes—all intensified by emotional problems.

Height is often a concern for parents as well as children. At times it may be important for a parent or a counselor to be able to predict a child's adult height. A vocational choice, for example, may depend on it. Certain occupations, we know, have rigid height requirements.

At any given time a child's size is a matter of how long he has been growing—that is, his age—and how rapidly he has grown. The latter depends partly on inherited tendencies toward tallness or shortness, and in adolescence partly on the timing of the growth spurt. At around the ages of thirteen and fourteen boys who are to be of the same adult height may differ eight inches or more in height as a result of early or late maturing.

It is sometimes said that at two years a child is half as tall as he will be when fully grown. This is approximately true, on the average, but growth patterns differ for the early and late maturing, and individuals may show unexpected variations.

The best way to predict height is by X rays, usually of the hand and wrist. Tables have been prepared which make it possible to estimate height at any given age on the basis of the child's present height and his degree of skeletal maturing.

### Support for the Growing

Though we can predict height, we cannot expect to modify it. In most cases we must let growth take its course. Here parents can be a source of support to their adolescent child. They can help him accept and adjust to his physique. When he laments that Jerry next door is taller and broader at the same age, they can point out that children grow at different rates, that in time he may catch up with Jerry. It is possible too that Jerry will always be taller. People come in different sizes and shapes.

If the discrepancy between his appearance and that of his friends is wide, if they are rapidly surpassing him, he may yearn to prove his mettle somehow or other. Without wise guidance he may try to win approval by methods that are far from socially acceptable. If a classmate calls him "Runt" once too

often he may retaliate in a way that will leave behind a trail of grief and remorse. To help a child handle the taunts and barbs that may come his way is to go far toward assuring healthy emotional growth.

The swiftly maturing adolescent, though envied by many of his slow-developing friends, is not without his problems. He may find himself at odds with adults who expect him to act his size. For a "large" adolescent may still be immature, unable to meet the expectations of adults.

In addition to everything else, the adolescent has problems of sheer locomotion. He is trying to move, to direct, to live with a "new" body. We can expect him to be awkward and clumsy. We can afford to be patient with his clumsiness and awkwardness.

Researchers report that two out of three boys can be expected to go through a "fat-boy" period in adolescence. In one study this interval proved to be one of the most disturbing psychologically. The fat-boy experiences continued to weigh on the personality years after the fat had disappeared. Parents can take dietary steps to avoid undue weight gains. If these prove futile temporarily, parents can offer the comfort that most of the boys in the study slimmed down eventually.

Sensitive teachers can supplement the efforts of parents in helping students accept one another, regardless of uneven growth. Individual guidance by skilled counselors should be provided to help boys and girls come to terms with themselves. The school should also offer some informal group guidance in which young adolescents can talk out their concerns with each other and with an understanding adult.

The school program also might well offer training in motor skills. These are not frills. Instruction in walking and running, as well as in athletics and dancing, can add to personal and social growth. Such opportunities should be provided not only for the most skilled but also for those whose skills are low.

And finally, the school can offer some activities in which early adolescents are grouped on a developmental rather than on an age basis. Too often school activities are entirely on an age-grade basis. More and more schools, however, recognizing the normal variations in development that are revealed during the early years of adolescence, are grouping boys and girls on the basis of their interest and readiness rather than on chronological age alone.

Growth still has many marvels and mysteries, but slowly we are beginning to understand—even if we can do little to control—some of its major variations.

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## WHAT'S HAPPENING IN EDUCATION?

• *What is all this talk about a new method of teaching grammar? It is called linguistics, I believe.*

—Mrs. C. P. H.

You are in the right church but the wrong pew. "Linguistics" is the study of language. You have probably heard the phrase "the science of linguistics." In recent years professors have been looking closely at the terms we use to describe our language—that is, our grammar. They have found it is about as accurate as Grandmother's recipes, with their "a pinch" of this, "a heaping spoonful" of that.

For example, we say *red* is an adjective. But what happens in the sentence "The house is red"? Here *red* acts like a noun.

Consult the grammars used in schools, and you will find wide disagreement. One may call *therefore* an "introductory adverb" while another calls it a "conjunctive adverb" and still another a "subordinating conjunction." If the grammarians suffer such confusion, think what happens to the unfortunate students!

The confusion arose because linguistic scientists had not agreed on what words could and did do in sentences. Now they do agree. It's like the confusion that existed in the natural sciences until Linnaeus introduced systematic Latin names and classifications for all plants. Today anybody speaking any language can use a name that identifies a dandelion (*Taraxacum officinale*) with confidence that he will be understood.

In the same way linguistics describes language—our language, any language—scientifically.

Now, you ask, what do we do with this new knowledge? Truth to tell, we haven't done much. Most schools continue to teach grammar as you and I learned it. And it runs off the backs of today's children just as it ran off ours.

When I inquired how linguistics was being put into daily use I was directed to a fairly recent textbook, *Patterns of English* by Paul Roberts (Harcourt Brace). If you will borrow a copy of the teacher's edition you will find an explanation of linguistics,

together with an introduction to Dr. Roberts' streamlined method to enable youth to understand sentences and use them. His is one proposal—and very persuasive, too.

Traditional grammar "begins with the assumption that all words are classifiable into eight (sometimes seven or nine) word categories or parts of speech." Dr. Roberts would use four "large form classes" and a number of "structure groups." The form classes have familiar names, but the names carry somewhat different meanings: nouns, verbs, adjectives, and adverbs. He would have us recognize structure groups such as "determiners" like *the*; "auxiliaries" such as *can* in *can do*; "intensifiers" like *very*; prepositions; and "subordinators" like *because* or *who*.

You'll find this approach intriguing and apparently more practical than traditional grammar. Especially intriguing is Dr. Roberts' illustration to show that the four form classes can be recognized readily.

"Consider this," he writes: "*When the sloopy wamtupper had eviptally loofed the strambix, the rallopash scomed up his fubbles and skorked.* We don't know the meaning of nine of the words [how true], but we do know a good deal about the sentence. We know what the action is: It is loofing, scoming, and skorking. We know who does the action: A wamtupper does the loofing, and a rallopash does the scoming and skorking. We know something about *wamtupper*. It's a noun. It's something that can loof and be sloopy."

Don't say "What nonsense!" I deliberately picked out something amusing. The new grammar, based on the new science of linguistics, deserves a cordial welcome.

• *In a recent issue you made the point that a larger share of education has shifted back to the home. This makes me wonder how good my husband and I are as teachers. Should we learn something about teaching methods?*

—Mrs. H. R.

It seems to me that the parent's role as a teacher varies sharply from the schoolteacher's. If Jimmy

catches Mom acting teacherish that will be the end of the lesson.

Education by parents occurs when Father takes the children to the zoo or the museum or fishing. Or carries on an I-Spy game in the family car.

Recently I caught a glimmer of what parents can mean to children when I acted as judge on a national Father's Day letter contest. In their "Letters for Father," boys and girls gave a composite picture of today's dad. Nowhere in any letter did I find the stern disciplinarian of *Life with Father*. That model has disappeared. Nor did I find that fifth-wheel father so cherished by TV. (You know the kind—a genial dope, well meaning and good-natured but useless except to provide money.)

Let's see what the modern dad looks like from the children's viewpoint:

*Disciplinarian.* One girl wrote: "Not long ago I played hooky from school. I was ashamed after I did it. . . . I love my daddy very, very much, but when it came to punishment he didn't scold me, he didn't spank me. He just told me that I had made him feel awfully bad and that he thought that all of his plans and wishes in the future for me had banished [sic]. He also said that me skipping school was all his fault because he had slipped up somewhere in teaching me right and wrong. I never felt worse in all my whole life of eleven years. He could have taken my allowance away, beaten me, or anything, and he couldn't have punished me in a more heartbreaking way. I learned my lesson."

*Assistant teacher.* This turns up again and again. A fifteen-year-old girl writes: "You spend your evenings helping me with my math problems or showing me how to construct a term project, when you should be relaxing." A boy: "And you certainly are a whiz at math." Another girl: "He is a real big help in my schoolwork. When a math problem seems impossible, he helps me work it out." (It is clear that to be a successful parent one should take a refresher course in math. If you can help children through math you become a hero in their eyes.)

*Companion.* This letter received first prize: "My pop is a longshoreman. He is a very hard-working man who's always lending everybody a hand at his expense. He's kind and thoughtful, too. A couple of weeks ago he brought me home as a pet a baby boa constrictor from the banana ship. He helped me build a pen for my pet snake and took me to the store to buy turtle food for it. My father and I are good companions because we are both the adventurous type and enjoy traveling together."

*Someone to rely on in an emergency.* So many letters touched on this important point of trust, of security. A California boy writes for all: "One day my dad and I were out fishing. He caught something. Everybody started crowding around. Then I tripped and went over. My dad jumped in. The people on the barge threw him a line and they hauled us in. I think the reason he jumped was because every time we look at each other something nice passes between us. We can almost see what's happening inside each other. He risked his life for me, and I'd do it for him."

These letters suggest what children expect of parents. It's truly an awesome responsibility. But what rewards it brings whenever "something nice passes between us"!

• *Our community is divided on the issue of whether or not to group children by ability—whether to put the smart ones in one class and the slow learners in another group or keep them all together. What do experts say about this?*  
—R. T. M.

Well, the experts start with a fact every parent and teacher knows, the fact that each child is different. Does it follow, then, that ideally each child should receive instruction especially for him?

Yes. And again, no.

Suppose you trained a Little League baseball group. You would give individual instruction to the boy or boys who pitched. You would, or could, give group instruction on how to bat and field balls, and perhaps also individual instruction. Practical horse sense about grouping pupils has gradually been introduced into our schools.

Sometime before 1900 teachers in little red school-houses threw up their hands in despair, saying, "How can we be expected to teach teeny little children and long, gangling boys who can lick the tar out of us?"

Enter the graded grammar school. A great advance! Every child six years old goes into first grade. If he does well he is promoted to second grade.

Again teachers objected, saying, "All eight-year-olds are not alike. Some still read at first-grade level; others at ninth-grade level." So homogeneous grouping arrived, in which slow, average, and bright pupils were assigned to separate groups.

"That's undemocratic!" some people protested. "When children leave school they must all live together. Furthermore, a child may be slow in reading but bright in arithmetic. What do you do for him?" The answer to this is "classroom grouping." For certain purposes, let's say spelling, the teacher puts pupils in three groups: a bright group of good spellers who can go on to special reading or a project; an average group, which needs normal instruction time; and a slow group, which needs drill, drill, drill. How can a teacher run such a three-ring circus? She does, that's all. She did it long ago, and she can do it now.

"Grouping may be all very well for the average child," complains Mrs. Smith, "but my Jimmy has an I.Q. of 140. He can repair our TV. Why hold him back with a group?" Many schools now move toward individualized instruction. Reading programs individualized according to children's abilities and interests are making startling progress. (Let me hasten to add that the modern classroom uses *all* these techniques: heterogeneous and homogeneous grouping, committee work, individualized instruction. We expect so much of today's teacher!)

For further inquiry into this vital subject I strongly recommend that you order a twenty-five-cent pamphlet, *Class Organization and Instruction*, by J. W. Wrightstone, from the N.E.A., 1201 16th Street, N.W., Washington, D. C. —WILLIAM D. BOUTWELL



# Cradle Capers- Rock, Roll, and Bang!

*Hunter Comly, M.D.*

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Wayne University*

*This is the first article in the 1957-58 study program on the preschool child.*

THE AWESOME ANTICS of our young crib creakers provide more bewilderment for parents and experts than can be reflected in this brief article. So far we don't know enough about the causes of these puzzling gymnastics to lead us to do more than theorize about them. We do know that a good many babies, six to eight months of age and on the threshold of creeping, choose that form of exercise. Their emerging capacities for adventure are expressed by a rhythmic jouncing of haunches on heels, to the accompaniment of their own primitive music.

To witness a diminutive athlete monotonously jouncing his little body and thus propelling his creaking crib across the floor to a crash landing at the wall is in itself an awesome experience. And to see twenty pounds of surging ambition recurrently charging the crib slats with his cranium, apparently heedless of hurt, leads some of us to suspect that if only Terry Brennan could see him, he'd immediately sign him up for a guard or tackle slot in the 1975 Irish line!

But it's when the tedious creaking and thumping persists far into the night or when it is still a part of the preschooler's bedtime routine that our efforts at optimism and humor may fail us. Since this happens quite often, our consternation is understandable. The experts themselves have devoted considerable observation, speculation, and theorizing to the problem and perhaps they have gathered enough information to be of some help to the puzzled parents.

## Expert Speculation

Frances L. Ilg and Louise B. Ames, in their book *Child Behavior*, list rocking, rolling, and head banging among the "tensional outlets." From their experience with head bangers they have some interesting things to say about many, but not all, of these youngsters. Certain personality characteristics, for example, are found frequently among head bangers. These youngsters are often sensitive to sound. They learn to sing in tune early. They are poor sleepers and are inclined to extreme temper tantrums. Cautious physically but quite energetic, they are slow to approach a new person or activity and also slow to give it up. They are rather ritualistic, patterned, and neat, disliking dirty hands or spilling things. One thing that can definitely be said is that they don't do any real damage to themselves, other than making welts or black and blue spots.

These two authorities find that haunch-to-heel rocking is very common at about eight months of age and stops, more often than not, when the baby learns to creep. In those instances when it persists after creeping has started, the pattern tends to continue into the child's third year. It reaches a peak sometime between two-and-a-half and three-and-a-half years, then gradually drops off, becoming quite uncommon by four years. Doctors Ilg and Ames found that side-to-side head rolling, though following a similar pattern, tends to persist until five or six years or even later.

Benjamin Spock agrees that head rolling, head

banging, and jouncing may all be ways used by different babies to soothe tense feelings. In this sense they resemble thumb sucking. He believes the rock-roll-and-bang babies are more likely to be first-born children, more solemn and high-strung than their younger brothers and sisters.

The three experts mentioned so far base their opinions mainly on observation of normal children in everyday situations. On the other hand, the child psychiatrist who has studied emotionally disturbed children in child guidance clinics and hospitals is likely to think of the behavior in somewhat more sobering terms.

These approaches to the problem—(1) viewing rather briefly large numbers of average children who display many passing eccentricities (among them the rhythmic “rock and roll”) and (2) studying intensively a few seriously ill children who did or still do rock and jounce and bang—give us an incomplete picture. It's like trying to visualize the whole scene on a complicated jigsaw puzzle from two sides of the frame and a few loose pieces in the middle. Many of the interrelated pieces of information are yet to be found. We need more observations and explanations. We need a close study of many different children in many different life situations over long periods of time before we can expect to have a complete picture of the causes and significance of such behavior in any given child.

Perhaps a simple comparison may prove a helpful guide to our thinking about the rhythmic behavior of babies and small children. A hundred years ago very little was known about the normal and abnormal rhythms of the heart. Since then heart specialists have made careful studies of thousands of normal and abnormal hearts in human beings and lower animals. Their research has provided medical science with a great deal of accurate information about which kinds of unusual rhythms can be ignored and which must be taken seriously. Now many causes can be recognized with certainty and specific treat-

ments given, based on precise knowledge of the causes. Of course studies of the heart are in many ways more simple than studies of a whole child. Hence precise knowledge will take longer in coming. It is important to realize, however, that science advances by the study of unusual or abnormal functions and in so doing often explains normal ones.

With these reservations in mind, here are some points that may provide a glimpse of the other side of the frame in the as-yet-incomplete jigsaw puzzle picture of rhythmic behavior disturbances in children.

### Further Observations

Many child psychiatrists who treat emotionally disturbed children would agree, I believe, that the ones who persist in rocking, rolling, and head banging until four years old or later are often more disturbed than the ones who use thumb sucking, hair twirling, blanket picking, ear pulling, or genital fondling as tension outlets. Of course, the rocking and rolling is also considered as a tension outlet, but it isn't always so clearly an outlet in the child the psychiatrist treats. The emotionally disturbed child who persists in rocking, rolling, and banging tends to have had more difficulties with important people in his early life and greater difficulty in mastering accomplishments and conflicts on schedule than does the child who favors other tensional outlets. Especially does it seem that his baby care has been more tense, unhappy, inconsistent, and inclined to waver between indulgence and harshness.

Psychiatrists find that sick children who rock and roll excessively are on the whole less mature emotionally, have narrower play interests, are less spontaneous, have weaker emotional control, and are more self-centered than are children who use their hands to release tension.

However, if you are a parent or teacher who has a rock and roller, don't become too alarmed at these psychiatric generalizations. Just remember that they are based on intensive study of emotionally or mentally ill children, and are offered here to present as complete a view as possible.

“But how do I know,” inquires the worried parent, “whether or not a child psychiatrist would consider my child ‘disturbed?’” Certainly in most cases the psychiatrist would not. But you may want to check on some points simply to make sure. If you can answer a pretty convincing yes to most of the following questions, you can relax and start thinking about how nice it will be when your child outgrows the need for these apparently comforting acrobatics.

*Is the child able to do most of the things with his hands that his age mates can do?*

*Does he smile a lot, chuckle, and show spontaneous humor?*

**The swing may be away from rock'n'roll, but not in the nursery. There thousands of bewitching youngsters carry on with cradle capers that bother their bewildered parents. What is the meaning of this rhythmic behavior? How much do we really know about it? And what can we do about it?**





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*Is he outgoing toward people and responsive to their smiles?*

*Does he have other tensional outlets such as thumb sucking and body manipulations?*

*Does he have a favorite sleepy-time object, like a blanket or soft toy?*

*Does the rocking, rolling, and banging occur mainly at naptime or bedtime?*

*If he's nearing four years old, is it gradually becoming less intense and frequent?*

*Can he be dissuaded fairly easily if a substitute interest is offered?*

*Do you usually enjoy being with him?*

*Are the adults who are most important to him—parents or nurse—even-tempered and consistent in their approach to him, even when he or they are pretty exasperated and tired?*

### **Some Quieting Suggestions**

Someone may ask, "Aren't there things we might do to nip the habit in the bud?" Perhaps a few. But first a word about habits in general. The various body manipulations mentioned here are, by and large, typical behavior traits, common to most babies and youngsters. They should be thought of as necessary foundations upon which bigger and better things are built. They usually don't persist longer than the child needs them. Instead they become modified and integrated into more complicated, socially acceptable capacities. Undue forbidding, punishment, and restraint usually just prolong the pattern—or else distort its eventual destiny.

So for sensible management of these pesky cradle capers, first, *relax*. The youthful rocker can perhaps be soothed more quickly if he is cuddled and rocked by Mother or Dad. A lukewarm bath, some

cooing and humming, lots of smiles, soft stroking with a powder puff or gentle hands, and perhaps a pacifier at nap- and bedtime may help him unwind. The athletic tourist of the nursery will take shorter and quieter trips if the legs of his crib are firmly anchored by rubber cups or if the crib is placed on a thick, sound-absorbent rug. A screw-driver and some oil will cut down the creaking. Naturally, the head banger will need padding placed around the inside of the crib. This will preserve his appearance until he's really ready for football. Incidentally, it will also reduce the noise.

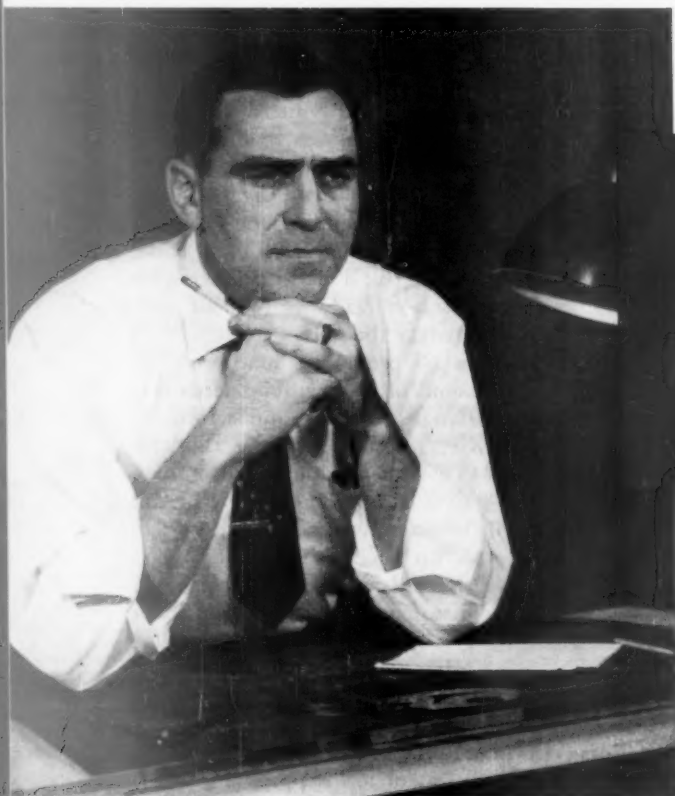
The older child who's probably about ready for more mature expressions of his rhythmic needs may enjoy a drum or triangle. Dancing and acrobatics, done to those activity records for young children, will point the way to more refined accomplishments.

Usually by the time a child is four or five he can take some help in overcoming his baby traits. He really wants to grow up, and his vanity is ruffled by finding he is still babyish in some ways. When signs of this vanity are apparent (for example, when the little girl proudly displays her new hair wave or the boy asks to have his haircut admired), the parents may gently express admiration. Then they can casually comment on how nice the child looks now that he isn't rocking and rolling so much any more.

Don't expect the behavior to disappear overnight, never to return. Instead, expect it to diminish gradually, with occasional temporary relapses before or during a sickness, when the child is overly tired, when his feelings are hurt, or when he's had a day unusually filled with disappointments.

Those parents whose child keeps on and on with his cradle capers and those who think they may have given too many negative answers to the check list of questions would do well to discuss the matter with the family doctor or pediatrician. He may, after reviewing the child's health and the family situation, suggest conferences with a family service agency or a visit to a child guidance clinic.

And now a few last words for those parents whose yeses on the check list far outnumber the noes. Bear in mind that your child's cradle capers will not injure him and that they are not a sign that anything is wrong with him. Once again the watchword is "Relax," for parents' worry and anxiety readily infect the young. In time—and with more study and research—we may be able to fill in the gaps in our knowledge of what causes this rhythmic behavior that still baffles parents and experts alike. Meanwhile we can work with what we do know about these infant roamers and bangers. We know, for one thing, that in time the antics will level off and eventually be outgrown. So bolster the bed, muffle the noise, and remember that this too shall pass—to be followed by all the other kinds of noise-making that are part of the natural paraphernalia of childhood.



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# Maturity:

**Children cannot be expected to handle grown-up problems. And when grownups with children's emotional equipment take on man-sized problems they may land in a doctor's office.**

HUMAN BEINGS are the most wonderful beings in the world. Few of them are entirely without worth, though some may be disappointing. And they are disappointing for a common enough reason: their lack of maturity. This particular shortcoming is illustrated by a conversation between a building contractor and the prospective buyer of a house. The customer thumped the walls testily and said, "The walls of this house certainly aren't very sturdy." The contractor replied disdainfully, "Well, of course not. We haven't got the wallpaper on yet!"

One of the most remarkable developments in modern medicine is the realization that more than half of human physical disease is caused by emotional stress. I am not speaking of imagined illness but of real pain and real sickness. For some time we have realized the sweeping proportions of such maladies, but we haven't always known what created the stress or how to treat the illness.

Gradually during the past ten years an explanation of the causes of emotional stress has been evolving. It is so simple that we wonder why no one thought of it before: People are emotionally stressed because they try to handle adult problems with the techniques and attitudes of children. So we doctors are now trying to teach people to grow up.

But this is closing the gate after the horse has run away. We need to teach children how to grow up.

Thus far we haven't been doing it because we haven't realized that education should aim directly at maturity. But the schools are waking up. Educators are talking about maturity at their conventions. They are even writing textbooks on the subject!

Today we are scanning a tremendously important horizon in the human enterprise. We see the possibilities of helping people become mature psychologically. Physical maturity is automatic. But psychological maturity is something we must learn, and most of us haven't had the opportunity. As a result, psychiatrists and psychologists find untold areas of immaturity in the emotional make-up of many persons. Fortunately, however, most people want to grow up. Once they learn that they're immature in some way, they are interested in changing.

## Closeup of Wrath and Weariness

We know beyond any doubt that emotion can produce physical disease. We can understand this phenomenon if we will realize that by definition emotion is physical. As William James said in 1884—and our definition has not changed materially—an emotion is a state of mind that manifests itself by *changes* in the body.

Emotional stress produces many symptoms and syndromes. Let's look at a few—those produced by anger, for example. When you get angry, external as

# MAN'S NEW HORIZON

*John A. Schindler, M.D.*

well as internal changes take place. The outward signs are familiar: Your face gets red, your eyes get bloodshot, your facial muscles are distorted, your fists are clenched, and there are tremors in your voice and arms. Internally, the blood clots more quickly, the red corpuscle count shoots up, the muscles of the stomach and chest constrict, possibly to the point of pain. Your heart beat may increase from a normal rate of 80 beats a minute to about 250. Rises in blood pressure have been clocked from a normal of 130 to as high as 340. And during a fit of anger the coronary artery, which supplies the muscles of the heart with blood, squeezes down. You can commit suicide with your emotions. People are doing it all the time.

Tiredness is probably the most common of all emotionally induced symptoms. Everybody gets tired, and there are many different mechanisms by which we become emotionally fatigued. Some of them go on for months after the emotional stress has been withdrawn. Others last only as long as the emotion—which may be for days or for years.

The emotion of futility, for instance, produces an immediate tiredness that disappears when an opposite emotion is substituted. This is illustrated by the person who gets up in the morning more tired than when he went to bed. If his feeling of futility originated in his office, he becomes even more weary when he walks into it. But let him go off on a fishing

trip and he's suddenly free of tiredness. He's hungry for the first time in months.

Blood vessels enter into most manifestations of emotional stress, and in many different ways. When you are embarrassed, for instance, your blood vessels dilate and your face gets red. But when you are afraid they constrict and your face gets white. Blood vessels all over the body enter into an emotional display. Probably one of the most common evidences is a skin eruption known as neurodermatitis, which makes up a third of all skin troubles in the United States. Little anxiety-emotions cause the blood vessels in the second layer of skin to narrow. At the same time the nerve endings in that part of the skin release a permeable fluid. This fluid is forced to the surface, where it causes redness, itching, and neurodermatitis.

It doesn't make any difference who you are or how much you know about these ills. If you have powerful emotions, you cannot by any effort of the will keep yourself from having emotionally induced illness. You may have the emotions because a difficult situation confronts you, or because you are too immature to handle ordinary situations properly.

The role of the endocrine glands in emotional medicine is a chapter that goes back only about fifteen years. The endocrines are the gonads, the adrenals, the pancreas, the thymus, the parathyroids, and the thyroid. They are under the control of the pituitary, a pea-sized master endocrine link at the base of the brain that, as far as we know now, puts out about ten hormones.

The endocrines regulate body chemistry. But they do more. They start adaptation processes that enable us to adjust to stresses. Muscular overexertion is one such stress. If it weren't for the endocrines, the stress of snow shoveling would be fatal.

Another common stress is infection. Infection steps up the production of a hormone called STH, which mobilizes all the defenses in our body. STH is also responsible for all the symptoms that are so common in infectious diseases, such as tiredness, an upset stomach, and an aching body. We used to attribute these symptoms to the toxins of bacteria, but we know now that emotional stress will do the same thing—cause the pituitary to put out STH. All prolonged STH effects are degenerative. We see people go through their lives with one STH disease after another because of their general emotional pattern.

Emotional stress hits harder and longer than physical stress. No physical stress, except perhaps that of a severe burn, can produce such sudden and prolonged illness. One day a man was carried into a clinic, desperately ill. Until eight o'clock that morning he had been a perfectly healthy, strong man who'd never been sick. At eight-five he walked into his wife's bedroom and discovered that she had killed herself and their daughter. From that moment he was as sick as though he had contracted cancer, tuberculosis, and

heart trouble all at one time. He remained seriously ill for three months, and, after several intervening years, he still is not well.

The effects of emotion do not necessarily appear at the time the emotion is experienced. Frequently when an elderly couple is separated by the death of one mate, the survivor is seized with emotions of futility, which is an STH-producing emotion. He goes through a period of weariness and loss of appetite. Then he seems to improve. But ten months later his doctor finds that his patient has one of the degenerative diseases. Very often within the year his life also ceases. This happens too often to be coincidental.

Another pituitary hormone, ACTH, or cortisone, will interest you. People get ACTH stress through emotions of aggressive unpleasantness, the kind of emotion an executive may think he has to have in order to be a good executive. For this reason ACTH diseases are sometimes called executive diseases, peptic ulcer being number one among them.

But there is another side to this picture, a pleasant side. The effects of these hormones are easily reversible. To reverse the effects of STH, for example, all you have to do is to reverse your emotions. Have a pleasant spectrum of emotions and you provide yourself with a normal spectrum of hormones. A little old man I know was a shaking mass of futility. He knew he wasn't wanted in his daughter's home. Nobody wanted him. What was the use of anything? From this STH stress-emotion he had developed Parkinson's disease and neurosis on a grand scale. To change the emotional picture, his doctor made a definite job proposal, one related to the sick man's former interests. From that point on he progressed rapidly from bed to wheelchair to job. Today at eighty-two he has a steady hand.

### Scoreboard for the Sexes

More women than men have emotionally induced illnesses. This is not because they are women, for it has been demonstrated that single women have less emotionally induced illness than single men. Men may not believe it, but women need more maturity than men do. Women's lives as wives and mothers are harder. Consequently they have more emotional stress and more illness.

Maturity is an attitude, and an attitude is a prepared way of acting. It is an attitude that enables a person to handle an adult situation, such as you might meet in marriage, in a way that benefits everyone concerned.

Children seldom know how to meet minor upsets or adversities. If it rains hard the day they plan to go to a major league game, they pout, they are mischievous and they go into temper. Childish, of course, but how many grownups retain this childishness! Women often retain it because the American girl is about the most protected human being in the world.

We teach a boy to take it on the chin in competition and sports, but we don't always teach a girl to roll with the punches. The result? When she gets into a tough spot in marriage, she just can't take it. She's frustrated. The maturity she needs might be called the ability to make the most of it or, as a neighbor of mine says, "to cooperate with the inevitable."

To even things up a bit, there is a kind of immaturity we see more often in men—childishly unpredictable dispositions. It's amazing how many men have bad dispositions. I have a patient who has never been heard to say anything pleasant. The year he got one hundred and sixty-eight bushels of corn to the acre, which is a lot of corn, he told me, "A crop like that sure ruins the soil. That's the trouble around here. We're losing all our good soil." He's my patient because he has had a series of STH diseases all his life. He started out with asthma, then had rheumatoid arthritis, and now nephrosclerosis.

### Opening Windows to the World

A not unusual kind of immaturity starts with the child who has no interests outside his immediate self. Many people grow up with this self-contained interest. I'm not speaking of selfishness, which is one of the major immaturities, but of the inability to get interested in something outside oneself. The woman of middle age is a common victim. Suddenly she finds her family gone; she has nothing left but herself. She estranges her children because her only topic of conversation is how miserable she's feeling. I know her story well because I listen to it over and over. At my suggestion one of these women finally took up a hobby. Now she's combing the state for buttons that she's mounting on cards, which will soon cover her living-room walls. She's having some wonderful experiences, and she has friends because people find her interesting to talk with. These self-centered people can improve—once they know what they can do.

Maturity, I think, can be summed up in a phrase of Robert Louis Stevenson's: "The best of life is not to succeed but to keep on feeling in good spirits." Maturity is a quality that benefits those who are blessed with it, a quality that automatically makes them happy. Bertrand Russell has written wisely of the outward reach and the inner warmth that make for happiness and maturity: "To be happy, a person has to have two things: First of all he has to have a wide and deep interest in things and in people. And second, his reaction to the things and the people he is interested in should be friendly as far as possible rather than hostile."

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*John A. Schindler, M.D., is the author of the best-seller, How To Live 365 Days a Year, and of Woman's Guide to Better Living, which will soon be off the press. Dr. Schindler's article is condensed from his address at our 1957 national convention.*





## WORTH A TRY

### Learning Is Lifelong

Communities that have thriving adult education programs are likely to provide the best education for children and youth, says Malcolm S. Knowles, executive director of the Adult Education Association. There are two reasons for this: Adults who are familiar with their schools through participation in educational programs are usually strong supporters of school improvements. Also, parents who are continuing their own education will foster their children's respect for learning. September is educational opportunity time. Throughout the country P.T.A.'s will be organizing parent education study-discussion groups, and public schools will be offering a variety of courses for adults.

### A "First" for Foreign-born Drivers

Lack of facility in speaking English will not bar Chicago's Spanish-speaking residents from becoming qualified drivers. The Municipal Court's Driver Improvement School is now offering driving instruction in Spanish. The Chicago school is the first in the nation to help the automobile driver who doesn't speak English.

### No "Brush-Off" for Upholstery

Dust and dirt have an abrasive effect on fabrics. So, if you want your upholstery to give you longer wear, don't brush it. Instead, suck the dirt out with a vacuum cleaner.

### Tying In with TV

There was a shortage of children's books in libraries across the country this summer. Although part of the shortage could be attributed to the high cost of books and insufficient library budgets, a spokesman for the American Library Association has traced some of the brisk demand for books to TV. More and more youngsters have been

asking for stories about King Arthur and his Knights, Robin Hood, Cinderella, Lassie, and the Swiss Family Robinson—all featured on television. Libraries with an eye to the future are watching TV network plans to anticipate their book needs.

### Lackluster Names

Americans don't give enough thought to naming their schools, says Walter C. Eells, a retired professor of education, writing in *The School Executive*. In a survey of 9,000 schools in the 106 largest cities in the United States, he found that 4,000 of them were saddled with such dull, prosaic names as Public School No. 22, Fifty-seventh Street School, and Central Avenue School. Mr. Eells urges communities to come up with more inspiring names for the new schools that are being built all over the country. He is a firm believer in "namesake" schools, christened to honor great men and women of history.

### When Do-It-Yourself Is Dangerous

Don't do dry cleaning at home, advises the *Home Safety Review*. Naphtha, benzene, and gasoline are highly flammable and should never be used or stored in the house. Even a spark of static electricity caused by rubbing parts of the fabric together may ignite the fumes and cause an explosion. If you must dry-clean or remove spots at home, do it out-of-doors.

### On the Lookout for Eye Trouble

At least one out of every four of our 35 million school-age youngsters has some trouble with his eyes. It is up to adults to recognize signs of it, warns the National Society for the Prevention of Blindness. A child may be having trouble seeing if he frowns or rubs his eyes a lot, as if trying to brush away a blur; if he is unduly sensitive to light; if he blinks more than usual; or if he cries frequently, particularly

when he is asked to do anything that requires close eye attention. As soon as such symptoms appear, the child should have a thorough, professional eye examination. Also, every child, whether or not he shows symptoms of eye trouble, should have a complete eye examination before entering school for the first time and annually thereafter.

### Flavorful Merger

Newest taste treat in jams is blubarb. A combination of rhubarb and blueberries, it has a "tempting wild berry flavor at a reasonable cost," says the U.S. Department of Agriculture.

### Researchers, Junior Grade

"Come join in the treasure hunt," the Boston Children's Museum invites its young visitors. The treasure? Knowledge. Museum workers have developed a series of pencil-and-paper games that require children to hunt for the answers to questions among the labels identifying objects and specimens in the museum. The games, graded according to age, are designed to awaken children's curiosity about a wide variety of subjects. A record is kept of the games each child completes. Once a year the scores are totaled, and awards are made on Museum Recognition Day. During a recent eight-month period, 20,000 children played the games.

### Toddlers and the Telephone

The Illinois Bell Telephone Company estimates that getting forgotten receivers back on their hooks costs the company about a million dollars a year. In a large number of cases the culprit is a toddler, to whom (the company good-naturedly admits) the ringing of a telephone is well-nigh irresistible. For that reason Illinois Bell approves of toy telephones, on the theory that if children can practice correct procedure on the toy they will be less apt to take the real phone off the hook.

A clear-sighted statement  
for mothers and fathers  
caught in the whirlpool of  
opinions about children  
and reading.



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SOMETHING NEW has been added to the reading problem in the last two or three years. What used to be a healthy difference of opinion between professional educators and well-intentioned community groups has collapsed into a free-for-all.

The dissension may be explained away as a normal sort of disagreement—the kind that is bound to take place during the continuous examination of certain experimental areas of educational philosophy. But the conflict cannot be so lightly dismissed when it seriously affects thinking parents who have, all along, been troubled spectators at the arena. Something new has destroyed the value of further debate, something that clouds the issues with parental anxiety and guilt feelings. It is high time to examine the new element. What is it?

Can it be the recent publications that have sensationalized reading retardation? Hardly. True, many parents who have read them have shown intense concern over their children's progress in reading. But conscientious parents have worried about their children's reading tastes and habits for countless generations.

Is the new bugaboo the no-man's-land in which parents find themselves as the noble battle of the phonic method versus the look-and-say method is

fought column inch by column inch? Certainly not. Controversy over methods could scarcely upset the modern parent. Most mothers and fathers have lived through fads in technique that go back to such horrors as dunce-cap discipline!

And clearly the "something new" is not the band wagon of journalists—suddenly-turned-reading-experts who have set loose a flurry of articles assailing schools, teachers, and books. These attacks are not new. Alert parents have learned to smile at gloomy critics who would wish to return us to the good old days when "every child spoke fair . . . on books and learning."

What is the new note of discomfort that has been added to the already heavy burden of woes carried by the twentieth-century parent?

From the rash of material on children's reading some parents have picked up the anxious notion that they are failing as mothers and fathers if they do not turn their kitchens into classrooms and teach what the schools are accused of omitting. In the glare of this publicity parents have been blinded by such frightening words as *retarded* and *remedial*. Somewhere in the flood of articles mothers and fathers have caught the idea that they are to add the job of teacher to their overwhelming tasks as parents.

To most of them this proposal turned out to be highly threatening. At such a late date must they expose themselves to the frustrations of a new career? Where would they start? How should they teach?

Most moms and dads would rather be told that they should go right on being the best parents they know how to be. They appreciate any information on that subject, any information that demonstrates how they can aid their child's reading development and still maintain their relationship to the child as parents!

### Elephant Revisited

It's no wonder, then, that when attracted by this new spotlight on the reading problem, parents became defensive, even blinded by it. As a matter of fact, many of them are now in the same position as the blind men to the elephant in one of our old school poems. Do you remember the beginning, which tells that these men, "to learning much inclined, went to *see* the elephant, though all of them were *blind*"?

Suppose that the reading problem is like an elephant and that those six sightless observers were all devoted parents who had become discouraged when their children bogged down in reading. Perhaps they were blind with

# A Reading Lesson *for Worried Parents*

**LEONARD J. BUCHNER**

*Reading Counselor, South Side High School, and Reading  
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resentful anger, having been frightened by the inference that they were responsible for reading failure because they expected the school to do all the teaching. Or perhaps they were blind with uncertainty because they thought they had been diverted from their more natural roles at home.

The poor reading of their children demanded a solution. Since the solution offered was one they could not accept, they grasped at a quick, guilt-free answer. In other words, they touched only part of the elephant.

The first blind parent read in a book that this "beastly" reading difficulty had its roots in a tragic lack of phonics—or maybe in a classroom atmosphere that was much too free and easy.

Another blind observer felt that the oversized reading problem had two possible causes: crowded classes or low socio-economic conditions in certain parts of the city, which were destroying decent standards.

The third parent expressed the notion that this monster sprang either from early reading activities forced on unprepared children by poor teachers or from widespread cultural laziness caused by television and comic books.

A fourth had heard a guest psychiatrist at a P.T.A. meeting diagnose the problem as due to alexia, emotional block, or mixed cerebral dominance.

The fifth was positive that this elephantine crisis demonstrated the need for speed-reading gadgets, which teach people to read faster by strengthening reading muscles, reducing eye fixations, and developing longer recognition spans.

The sixth blind parent was sensitive to costs. He felt that reading problems were the result of a tax-rate neurosis down at City Hall, which kept education budgets at a minimum. He suggested a compromise whereby the cafeteria in the new junior high school would be provided with dark shades so that the cooks could supervise reading-improvement movies while they buttered sandwiches.

The original poem ended something like this: "Each disputant, I ween, rails on in utter ignorance of what the others mean, and prates about an elephant not one of them has seen!"

The moral of this version of the ancient fable must be painfully clear. Reading problems arise from a blend of all the part truths about comic books and television, economic conditions, emotional difficulties, reading eye-spans, and even tax rates. And good reading is developed by flash-meters, word recognition, phonics, free reading time, worthwhile radio and TV programs, reasonably sized classes, and many other items.

Can parents help their youngsters read better without playing the teachers' part? The answer is yes! Of course mothers and fathers can help their children to succeed in the reading-centered school. Of course they share a responsibility for their offspring's reading habits and skills. But let's not confuse the teacher's job with the parent's job. Let the teacher be a good teacher. Let the parent be a good parent.

A parent does not send a big, dry, sanitized sponge to school every morning to soak up, without infection from other sources, only what the teacher pours forth. Every parent sends the whole child to school, not just the isolated parts that speak, write, and listen. Reading is not learned through the eyes and ears alone or expressed through the mouth exclusively. Reading is a complex process that involves many parts of the human body. A child's ability to get meaning from the printed page is controlled by his vitality, his maturity, his previous experiences, and his emotional reactions. All these are the parents' obligations.

A poor reader is a child with a meager background of areas of enjoyment, with a poor oral vocabulary, and with conflicting personal problems. When the youngster reaches the classroom door he brings with him a head

already full (or empty) of words, dreams, ideas, and assorted solutions to life's dilemmas. All along, the home and the neighborhood have been filling that head with interests, attitudes, and opinions. What the out-of-school environment puts into that precious head will, in all probability, influence what the teacher is able to put in it later on.

### Parents: Promoters of Reading

Each parent has a share in developing eager reading attitudes and effective reading habits, a share that is every bit as vital as the role of the classroom teacher, the book publisher, and the architect of new school buildings.

We all help to teach reading in one way or another, but especially mothers and fathers. Remember the classroom flashcards of memory-test words held up by the teacher? They take a poor second place to the words a child learns at home in the rhythmic repetition of well-loved phrases during Mother's bedtime story hour. And what about the phonic charts and spelling devices of the clever teacher? They can't compete with the loving concentration given to the words father and son letter together as they label the boxes where the Christmas tree lights are stored until next year!

Relax, Mother. Forget about feeling guilty because you can't manage the teaching skills necessary to handle auditory and visual discrimination, or context-clue attack, or word recognition by kinesthetic practice. That's not for you! You don't have to be anxious any longer, Father. Forget about diphthongs, consonant blends, and syllabication. That's not for you!

Be parents, both of you—happy, loving, sharing parents. Give your children a chance to learn. Read to them. Provide good reading for them. Read in front of them, yourself. Take them to the museums. Feed them spiritually as well as physically. Include them in your conversations. Exercise your authority with firmness and reason. Send them to school as curious, healthy students, well stocked with a rich collection of stimulating family adventures.

The teachers will do the rest!

### READING CHECK LIST A SCOREBOARD FOR PARENTS

Of course, you are not a blind parent. But you might like to know whether you have any blind spots hidden away in some corner of your mind. You might like to have a check list of

what other parents are doing to create a reading atmosphere that will help youngsters.

Here is such a list. It doesn't include everything a good parent does, but a good parent does these things *at least*. Check only the items you are actually practicing. Each check mark will add five points to your score. The total will tell you how close you are to being a superior parent.

1. I make time in my own busy life to take the children on occasional trips to places of historical interest and cultural significance. We keep a family scrapbook of these experiences. The children themselves do some of the writing.
2. I set an example by letting my children see me read. I go to the public library once in a while myself and encourage my youngsters to visit it.
3. My children have a few good phonograph records.
4. We have a good dictionary in our house appropriate to a child's reading level. There's a big one, too, for me. We have a good encyclopedia at home, and we use it.
5. Several different kinds of magazines come to the house every month. We read them.
6. My youngsters watch a reasonable number of TV programs that we have jointly agreed upon as suitable.
7. A few times during the week someone reads a part of a story or an article aloud to share what it says. We are keeping alive the evening reading hour—silent and oral.
8. My children have hobbies that require some skill. I play games and do puzzles with them to help make them alert.
9. I am interested in my children's progress, and they tell me about school willingly. I never use outright gifts as rewards or incentives for high marks.
10. We all look at the evening paper. Each of us reads items that hold special personal interest, but we share current events that appeal to the entire family.
11. We talk about books, plays, and movies that will encourage good taste. We give each child a fair share in these conversations. When they talk, we listen.
12. We give books, magazine subscriptions, and phonograph records as gifts and have demonstrated that we like to receive them as gifts.
13. We purposely bring up ideas and topics that cannot be answered without going to a source book such as an almanac or atlas. We are careful to

capitalize on our children's special interests and curiosities.

14. I respect each child and treat him with the dignity I would accord any adult. I make no comparisons between my youthful accomplishments and my children's present efforts.

15. I expect my children to do their best in reading, not as a favor to me but to satisfy their own need to accomplish this task successfully.

16. I insist that the children eat a full breakfast and healthful lunches.

17. I know that it is "the whole child" who reads well, and I am as much concerned for the mental health of my youngsters as I am for their physical fitness.

18. I make every effort to get to school for P.T.A. meetings and teacher-parent conferences. I am sympathetic with the school's general practice of grouping children, and I feel that my youngster has been put in the group where he belongs.

19. I make no comparisons between the efforts and successes of brothers and sisters, cousins, or friends. I encourage each individual to be true to himself.

20. I know that I share a major responsibility with the teachers in helping my children read up to their capacity.

Here is an interpretation of your score, allowing five points per check.  
*100 points.* You are an amazing parent and deserve your bright, healthy children.

*90 points.* You are working hard and doing fine. Caution: Don't push the little ones according to your expectations but only in line with their ability to perform.

*80 points.* Things aren't too bad, but why don't you try to enjoy your children more? Spend some part of the day doing something just with them. Do you know the charming poems of A. A. Milne? Read them aloud. Have you tried home experiments in table-top science?

*60 points.* This is minimum but not hopeless. Can you substitute some other evening activity for TV? How about helping the youngsters make a scrap album of animals in the news? Consider flash-bulb home photography, stamps, tropical fish.

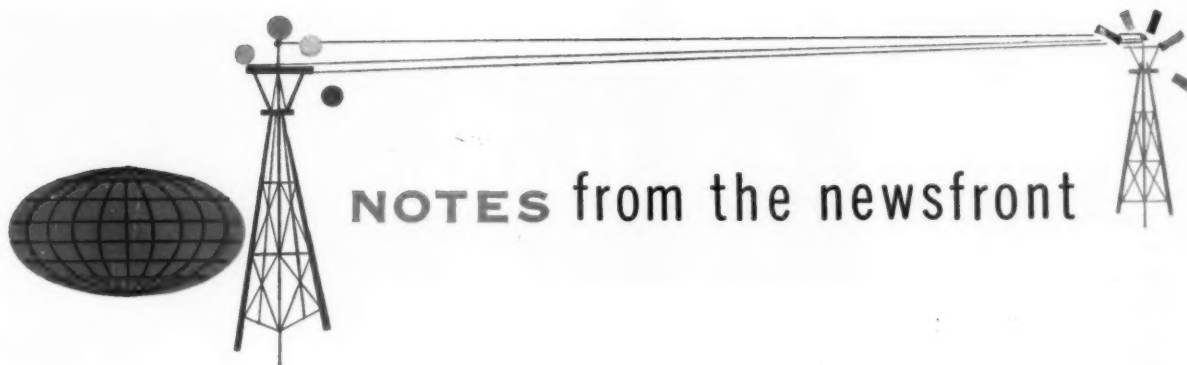
*50 points.* You are below standard and need help. You should get to school to see the teachers. They have special suggestions for parents.

*40 points.* You're no reader of this publication!

### COMING NEXT MONTH

An important article on Asian flu by Leroy E. Burney, M.D., Surgeon General of the U.S. Public Health Service





## NOTES from the newsfront

**A Record To Reflect On.**—The Census Bureau has prepared a table showing voter participation in each state in the 1956 presidential election. Sparsely populated Idaho topped the nation with a turnout of 77.3 per cent of eligible voters. Connecticut was second with 76.6 per cent. Utah, Massachusetts, New Hampshire, Rhode Island, Iowa, Illinois, Indiana, and West Virginia achieved 72.4 per cent or better. The lowest level of participation in any state was 22.1 per cent. Seventy per cent is a passing grade in many activities, but not in the exercise of a free, secret ballot—a right and privilege to be treasured and used by every American.

**Ultra-fringe Benefits.**—Some union contracts provide unusual benefits for workers. A bakers' union contract entitles every baker to take home two dozen of his employer's product every day. Another contract ensures every worker a holiday on his birthday and a gift of five dollars from his boss. Some unions have negotiated contracts for full pay for fathers who are quarantined at home with children ill with mumps or measles.

**Moon-gazing with a Purpose.**—When the first earth satellite is launched next year as part of the International Geophysical Year, thousands of volunteers all over the country will be on hand to watch the skies and help plot its orbit. "No serious scientific project has ever before depended so heavily on rank amateurs," says Dr. Fred L. Whipple, director of the Smithsonian Observatory. The Moonwatchers, as they are called, will operate in teams, each of which will set up its own watching station with telescopes about a foot long. Every day, at sunrise and sunset (when the satellite will be easiest to see), they will scan the skies, record the exact time they spot the satellite, and plot its position in relation to certain stars.

**Not So Quiet, Please!**—A noisy office may be more efficient than a quiet one, those attending a meeting of the Acoustical Society of America were told. It was reported that workers who move into quiet modern buildings find themselves lost without "masking noises"—the clatter of typewriters, the murmur of voices in the background, the hum of traffic outside. Architects were advised to make provision in their building plans for masking noises, to keep employees happy.

**To Kindle the Scientific Spark.**—The awards program established by the Thomas Alva Edison Foundation in 1955 has as one of its purposes to encourage the mass media (radio, television, films, and children's books) "to interest boys and girls in science and engineering careers." Winners of the 1956 awards include: best science film for youth, *On the Threshold of Space* (Twentieth Century-

Fox); best science radio program for youth, *Adventures in Science* (CBS); and best children's science book, *Exploring the Universe* (Garden City Books) by Roy A. Gallant and Lowell Hess. To call attention to the scarcity of science materials on TV, no award was given for the best science television program for youth.

**Colorful Misnomer.**—"The little red schoolhouse" of a century ago was more fiction than fact. According to Edgar B. Wesley, centennial historian for the National Education Association, the schoolhouses were usually white or unpainted, almost never red.

**In Defense of Parents.**—"Parents are only human," said a fourteen-year-old panelist on a youth forum. "They can't be right all the time any more than we can."

**Not a Drop To Spare.**—Conservationists, industrialists, and city planners are worried over an impending shortage of water in the United States. Drought and pollution are cutting supplies, while water use is constantly rising. Home use averages more than 150 gallons a person daily, according to *The New York Times*. Each person drinks a half gallon to a gallon a day; uses five gallons for hand washing, teeth brushing, shaving, and the like; and may draw another twenty-five gallons for a tub bath or five gallons per minute for a shower. Where will we get more water? The sea, of course, is an endless resource. Research groups are working hard to develop cheap methods of converting salt water to fresh.

**How Many Miles to a Meal?**—A meal in the air can carry you a long way—230 miles, to be exact. The flight kitchen of a prominent airline estimates that passengers travel approximately 25 miles while they eat the appetizer, 110 miles during the main course, 40 miles for the salad, and 55 more miles during dessert.

**An Architect's Dream.**—A school architectural firm recently designed what it envisions as the ideal school of tomorrow. Its site would be in the shape of a star, with prongs stretching out from the center into the residential areas. For the architects believe that the ideal school "is not only convenient to the neighborhood—it is the neighborhood." Children and adults alike would be able to enjoy the school's recreational facilities: tennis courts; baseball, football, and soccer fields; skating rinks; bird sanctuaries; botanical gardens; nature study groves. In the middle would be an educational unit for all ages—a family school center.

**A Sacred Trust.**—An eight-year-old boy's definition of parenthood: "Parents are just baby-sitters for God."

# College:

## A Grade-School Decision



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DISCUSSING PLANS FOR COLLEGE with a twelve- or thirteen-year-old may seem futile to most parents, when, at the moment, nothing beyond next Saturday's scout hike seems important to the youngster. Yet getting him interested in higher education, as well as in financial planning for it, must begin early.

Obviously young Bob and Sally are not going to make irrevocable decisions about their future education, training, and employment while they are still in grade school. But it is just as obvious that what is happening right now to eight-year-old Sally and ten-year-old Bob at home and at school has much to do with how far they will go in their education. The attitudes and example of their parents and teachers, as well as the thinking and planning that their parents are doing today, may well determine whether or not college is a possibility for these youngsters and will become a reality.

### Why Don't They Go to College?

It is a shocking fact that approximately 20 per cent of our boys and girls—almost two million of them—are not even attending high school. The U.S. Office of Education estimates that only about 68 per cent of the youngsters who start high school stay to win their diplomas. Many fewer—about 30 per cent—go on to college. Of our brightest boys and girls, those who rank in the top quarter in intelligence, only about 40 per cent go to college, according to the Fund for the Advancement of Education. And 20 per cent of these youngsters of superior ability, one in every five, do not even finish high school! What's wrong?

Education has personal, social, and economic val-

ues. It is a great asset both to the individual and the nation. Why do such dismaying numbers of youngsters, the bright ones included, leave school?

The causes of dropouts most frequently cited are dissatisfaction with school life, lack of desire for further education, and lack of money. These are problems we must begin to cope with at the elementary school level. If school is an unhappy experience for Tom, he is going to quit as soon as he can—no matter how high his I.Q. is. If Bob's parents, relatives, and pals think education is "strictly for the birds," it's unlikely that Bob will want to go to college—unless he gets encouragement outside his intimate circle. If Mr. and Mrs. Brown see no way of providing the \$1,600 a year that a college education costs today (and the sum may continue to rise), they will probably think college is out of the question for Sally and her brothers and sister. (Incidentally, it isn't out of the question—as we shall see later.)

First, what can parents do to encourage children of ability to set their sights on college? Clearly if the parents themselves have a love of learning and a respect for education, they are bound to communicate that attitude to their children. Of course, some parents, for one reason or another, do not feel this way about education. It is their resistance that has to be broken down before they can begin to make learning a satisfying, joyous adventure for children.

Then, too, a number of things may make school a painful and harassing experience for boys and girls—even for those of unusual ability. Both parents and teachers should be on the alert to forestall such experiences whenever possible. Ill-health, poor vision or hearing, speech defects, home and family

problems, frequent change of residence and hence of school—any of these can create learning difficulties and result in a dislike for school. And it is hard to persuade a child who hates school to go on to college.

Whenever a child's progress in school is unsatisfactory, parents and teachers need to get together to find out, if they can, the reasons for his difficulties. Indeed frequent, regular teacher-parent conferences are a way of averting troubles. Visiting teachers, or school social workers, as they are called in some school systems, can also be very helpful to both parents and teachers. Especially with parents who are indifferent to the idea of continued schooling for their children, these "contact persons" between home and school can do much to assure young people the educational future they deserve. P.T.A.'s can make the community aware of the value of this and related services and encourage the public to provide adequate funds for them. P.T.A.'s, too, can reach out to those parents who do not appreciate the worth of a college education, and enable them to see what it may mean to their children.

Second, teachers should encourage bright children to plan on higher education themselves. Individual pupil counseling, of enormous value to young minds, should start in the grades. Ideally, counseling should include the parents as well as the children. For the parents of some of these children may not be aware of their youngsters' abilities. Others may think college is beyond their family's means. Still other parents may be well off financially but, again, may underrate higher education, even to actually discouraging an intelligent child from going to college. (Many a young person has been forced into college against his will; few, however, have managed to get there against their parents' will!)

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#### **Does college lie ahead for Bob and Sally?**

**A crystal ball won't tell us. But although we can't forecast the future, we can influence it if we start now, while they are still in grade school.**

*This is the first article in the 1957-58 study program on the school-age child.*

#### **Make Up Your Mind—But Not Too Hard**

Third, parents and teachers should make a continuous, mutual effort to assess each child's potentialities in order to help him plan his future education. Such plans need to be made early, but they ought to be tentative and flexible. Some parents, particularly those who are college graduates themselves, may decide before their child is born that he is going to college. They may even decide what college he is going to! But rigid, premature decisions, made without considering a child's capacities and interests, may doom both parents and child to unhappiness. Despite the prestige attached to a college degree, there are many other types of educational programs and institutions that prepare young men and women to live happily and contribute to the work of the world.

For still another reason a child's educational and occupational plans need to be seriously considered before he leaves elementary school. In some cities a child who is entering the ninth grade must choose between a vocational and an academic high school. In a good many other communities the high school freshman must choose one of three curriculums—general, college preparatory, or vocational. Both the youngster and his parents should understand the effects this decision will have on his future education and occupational choice. Youngsters who choose a vocational course or vocational school and later decide to go to college may find they cannot meet college entrance requirements unless they spend more time in high school or make up their deficiencies—without college credit—during their freshman year in college. Discouraged, they may drop plans for college.

Vocational and educational guidance, then, should be provided in the eighth year of the elementary school if it is an eight-grade school, or in the eighth or ninth grade of junior high school. Vocational guidance, says the National Manpower Council, can acquaint a youngster with the range of occupations open to a person of his abilities and interests and give him information on the educational preparation required for the career or occupation of his choice. Competent counselors can help the youngster (and his parents) appraise his capacities and prevent his choosing educational and occupational goals that are either too far above or too far below his range of abilities. Schools, of course, are a chief source of vocational and academic counseling, but business, industry, the armed services, and government can give valuable help also.

If the tentative decision is college, what then? There must be planning and preparation if the child is to be admitted to a college, do well there, and know his bills will be paid.

The colleges today face staggering enrollments. In the fall of 1956 there were 723,000 new enrollees in our colleges and universities—an all-time record. To-

tal enrollment was approximately 2,947,000, an increase of 39 per cent over that of five years ago. Currently our institutions have neither the physical facilities nor the faculties to cope with the growing numbers of students who will seek admission in the years ahead. The outlook is for tougher admissions requirements and greater selectivity. Hence the boy or girl who loafs through the lower schools will have small chance of getting into college.

### Advice and Admonitions

These are the hard facts. They explain why there is a special urgency today to plan and prepare for college early. And here are a few pointers for parents whose children hope—and ought—to go to college:

1. *Help your child develop the basic skills he needs for success in college.* Ranking at the top in importance are skills in reading and communication. To be successful, a college student must be able to read rapidly and well, to understand and retain what he reads, to express his thoughts clearly and accurately in writing, and to spell, punctuate, and use accepted grammar. If your child is floundering in these areas, find out whether his school offers special courses to help him improve.

2. *Help your child to develop effective study habits.* Even the brightest students need to learn good study habits and to plan their study time well. In a recent study one out of five entering college freshmen said he found his first year of college unsatisfactory. The major reasons? Lack of knowledge about how to find and use appropriate sources of information; how to draw out important and pertinent data; how to take notes, study for tests, and write reports.

3. *Encourage your child to engage in extracurricular and out-of-school activities.* Colleges are looking not just for "brains" but also for young people who can assume leadership in various activities—for example, art, athletics, drama, student government, or school publications.

4. *When your child enters high school, help him to see the importance of doing well in his studies.* Getting good grades may seem "sissy stuff" to youngsters, but the plight of high school seniors who are turned down by colleges because of poor grades should spur others to do their best in high school if they want to go to college. College admissions officers look carefully at grades and rank in high school class, as well as at I.Q. and achievement test results. Their view is that if a youngster doesn't keep up his grades in high school, he won't do so in college.

5. *When your child enters high school, help him to choose the right courses for college admission.* As it becomes increasingly necessary to "screen out" applicants, colleges will look more and more closely at high school credits. Find out the admission requirements at various colleges in which your child is interested.

6. *Make plans now for financing your child's college education.* Higher education is expensive. The U.S. Office of Education estimates that the average cost of yearly attendance at a residential college is \$1,600. Of course, costs can be cut considerably if your child can attend a nearby institution and live at home. Community and public junior colleges enable many students to get the first two years of a college education without leaving home.

If you can't expect to pay for college out of current income, start some form of systematic savings

now. Invest in savings bonds or insurance policies, for example. Remember, too, that many college students are able to earn a part of their college expenses, particularly after the first year. If early in high school a youngster can be encouraged to work part time and during vacations and to save some of his earnings for college, he'll have all the more reason to prepare for college and to do well there.

Scholarships and loan funds are a source of substantial aid. Next year about 100 million dollars in scholarship money will be distributed to students in our colleges and universities. Even at such schools as Harvard, as many as 50 per cent of the students apply for scholarship aid. Find out what aid is available and how your child should apply for it.

### No Pushing, Please!

Finally, a word of caution. There is danger that parents may become panicky if admission to college becomes increasingly selective. Overanxious, they may nag the youngster to make an impressive school record so that he will be sure of getting into college. The unfortunate result may be to rob him of a carefree childhood—of his natural right to dream and even to dawdle a bit. Nor do children who are pushed too early into the practicalities of life always become the best college students.

Let's be realistic. It's true that a few colleges—notably the Ivy League schools, the "big seven" women's colleges, and institutions like Stanford and Cal Tech—have been forced to turn away qualified students. It's true that some state universities are planning to tighten their admission requirements. But the publicity that is being given to our need for expanded facilities for higher education is in itself encouraging. Governments (local, state, and federal), business, industry, and many foundations are concerned with the problem. Small colleges now operating below capacity are receiving aid from foundations and other sources. This aid will enable them to make improvements and attract high-caliber students, thus easing the pressures on better known schools. Parents and teachers of elementary school pupils can help by supporting efforts to provide more adequate resources for higher education.

If we are concerned, resourceful, and imaginative now, the facilities we need will be available when our elementary school pupils are ready for them. The American people will not fail in their aspiration to provide encouragement and opportunity for all the boys and girls who can profit from higher education. Let's encourage the child who has the capacity for higher education to cast his decision for college—then support his efforts to achieve that goal.

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*Nancy C. Wimmer, an authority on educational counseling, is editor of the guidance service department of Science Research Associates.*



THE

P.T.A...

SPOKESMAN

*for Children*

**ARTHUR F. COREY**

*Executive Secretary, California Teachers Association*

AMERICAN CULTURE is definitely a corporate society. This is not to say that American life is dominated by big business. The First Congregational Church of Berkeley or the California Teachers Association or the National Congress of Parents and Teachers is just as truly a corporation as is the United States Steel Corporation or General Motors. In fact, in the sense I am using the term, it is in no way limited by legislative definition or legal recognition.

The corporate concept goes back to antiquity. In Babylon, Egypt, Greece, and Rome men found that there were certain things which could be done better by organized groups than by individuals working alone. It is said that one of the Caesars formed a corporation for the construction of an aqueduct.

The Romans, during the nearly five hundred years that they occupied the British Isles, passed on to our English forebears many of their ideas. Thus the corporate idea found its way into English common law and later into our social and economic system in America. A typical American may belong to several corporate groups: a church, a professional organization, a labor union, a parent-teacher association, a lodge, a service club, a chamber of commerce, an automobile club, or many others. In fact, this last generation has been a period of prodigious group activity in America. Groups have been organized to accomplish all sorts of purposes.

Not long ago I was talking with a friend about

the significance of the corporate idea in America today. His reaction was that I was merely rationalizing a dignified and respectable philosophy favoring the well-known and little-loved pressure group. I reminded him that the term "pressure group" is usually applied to a group with which one disagrees. But isn't it true that most organized groups have common interests to advance and protect? As long as their activities are honest there is nothing inimical or unethical in group activity.

### **The Organized and the Unorganized**

To be sure, evil men will get together to further nefarious ends. And the only possible cure for the evils of organized pressure is more and better organization among honest, intelligent men and women of good will. The real danger in American life is that large segments of our people will continue to be unorganized and will have no effective voice in government and public affairs. The so-called independent vote is much discussed and much blamed, but it is really quite ineffective. Though a congressman or even a president can be elected by independent voters, he cannot be responsive or responsible to them because he has no way of knowing who they are or what they want.

The man who has no share in organized power is certainly not independent of it. He is the victim of the organized pressures that shape his way of life.

If he wishes to have real influence he must get himself into the power structure of his community. Power derives from organization.

Tyranny, in modern times, begins by exploiting the unorganized mass and then uses it as an instrument to destroy all the other organizations that do exist. The strongest guarantee against authoritarianism is the presence of many strong, voluntary pressure groups. Our most corrupt political machines usually have developed where the unorganized mass is largest. The organization that is voluntarily supported by its members, and whose program is co-operatively developed by those members, is the only thing in modern life we can justly call self-government. This is the essence of individual liberty.

Every major change that affects our way of life is the result of organized support. *Organized support* is what we call a pressure group when it is pressing the way we want to go. The sinister pressure group is the one that disagrees with us and does something effective about it.

*Power* is an emotionally charged word. When we possess it we call it *influence*, but when it is held by someone else we are content to use the ugly word. Yet there is nothing wrong with power; it takes power to get things done. Power is the application of intelligence to force. A river may be a terrific force, but it develops power only when directed through a turbine.

Many important things need to be done if community conditions are to serve the best interests of the family. These changes will not just happen. Our modern industrial economy exerts powerful strains and stresses upon the family as an institution. Hence our community life must be adjusted to maintain the vigor and integrity of the family. This will require organized power and pressure, and the parent-teacher association should face up to the task. Now is the

time for us to stop being satisfied with being an influential group and determine to become a powerful one. It seems necessary for the parent-teacher association to get into the power structure of the community. To put it bluntly, present conditions indicate that the parent-teacher association should make haste to become a pressure group and accept the grave implications of this policy.

The family is our basic institution because the future of the race depends on children being born and cared for during relatively long periods of dependency. Children do not burst forth like the glistening butterfly ready for the responsibilities of maturity. They need protection and care through many years of infancy and childhood. Society has never found any satisfactory substitute for the family as a child welfare agency, but there are many areas in which society must take steps to supplement and undergird the family, if we are to discharge our obligation to our children.

Because the family is no longer an independent, self-sufficient unit, it must be given a community climate in which it can thrive. It must be provided with many services that assist it in its basic functions of protecting and nurturing our children. One might think this social responsibility could be assumed to be self-evident. But here, as so often happens, the most obvious things are usually taken for granted and left for the other fellow to do.

We need in America a powerful action group that will unite all segments of the population in a common program for child and family welfare. In the parent-teacher association we have such an organization. Its statement of purposes is very clear:

*To promote the welfare of children and youth in home, school, church, and community.*

*To raise the standards of home life.*

*To secure adequate laws for the care and protection of children and youth.*

*To bring into closer relation the home and the school, that parents and teachers may cooperate intelligently in the training of the child.*

*To develop between educators and the general public such united efforts as will secure for every child the highest advantages in physical, mental, social, and spiritual education.*

### **A Code for Pressure Groups**

These objectives cannot be achieved by talking about them. City Councils must make decisions, legislatures must pass laws, and Congress must act. These bodies are subject to many pressures from organizations that do not readily give top priority to child welfare. These organizations are not *against* children; they are merely *for* something else. The parent-teacher association should be the accepted lobby for child welfare. If it is to accept this responsibility, however, certain implications must be faced.

**The P.T.A. has long had a vast concern for the family, for children and their needs. How can the P.T.A. best act on its concern today? We bring you here the provocative answer delivered so brilliantly by Arthur F. Corey before our annual convention in Cincinnati.**



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*A pressure group, to be and remain effective, must be responsive to its membership.* This fact makes it imperative that such groups participate broadly in policy making. A pressure group derives its power from its members, and the membership cannot be expected to give wholehearted support to a program it had no part in making. This is at once an essential element in success and the surest guarantee against the unwise or unethical exploitation of the group by unprincipled leaders.

*A successful pressure group must be responsible.* Its program of action must be practical and workable. Groups that only talk about what ought to be done can afford to be visionary and vague, but groups that get things done must suggest programs which, if accepted, will actually work. A legislative body that adopts a proposed idea and then finds itself in serious trouble because the idea was not feasible will not take kindly to the next suggestion from the same source.

*A successful pressure group must operate within the limits of a carefully defined area and stay strictly out of other issues, no matter how important they may seem.* Many pressure groups have learned to their sorrow that the shotgun approach is not appropriate to the legislative field. Even within the relatively narrow area in which a group acts it cannot hope to do everything at once. Rather it will attack

one problem at a time and thus concentrate its efforts. Pressure groups should begin with simple proposals that offer reasonable hope of immediate achievement.

*A successful pressure group employs experts to represent its program before official governmental agencies.* Lobbying is a highly specialized field and, at least at the state and national levels, cannot be successfully prosecuted by volunteer part-time workers, no matter how competent they may be. Experience indicates the necessity for expertness in lobbying techniques and full-time follow-through with legislators and governmental agencies. This fact makes adequate budgeting a prerequisite of legislative success.

*A successful pressure group must have leaders who are self-effacing, wise, ethical, and enthusiastic.* The relationship between the leader and the group is a fundamental problem in our society. An organized group with its leader or leaders is a tiny replica of society itself. It encounters in miniature the same problems confronting society at large. Every group and every leader must face democracy's direst dilemma, which can be simply stated as the individual versus the group. How do we get the necessary group unity, singleness of purpose, and efficiency in getting things done without violating the sanctity of the individual, which is the essence of democracy?

This dilemma gives democratic organizations their real challenge and their great opportunity. Too, it is this dilemma that makes progress possible. Primitive societies are in a sense perfect societies, but until they get over being perfect they make no progress. Insect societies are the most efficient of all. There is no question about anything. Every individual has a definite task to perform, and if he doesn't perform it, he is promptly liquidated. (Not so different, is it, from totalitarianism as we know it!) So it doesn't take too much originality to be a queen bee.

Leadership is a real challenge only when men have free choice and can accept or reject leadership as they see fit. The important question for every leader is "How can I get unity without sacrificing the individualities of the members of my group?"

If one has a firm faith in the effectiveness of the group process, that alone will go a long way toward pulling a leader through. If, in group activity, the frustrations and the blocks that bar individual participation are removed and each member of the group has an opportunity to offer his contribution, certain truths become evident: First, the average of group judgments is superior to most individual judgments. Second, a group is more likely to accept good suggestions than to reject them. And third, groups do not err as readily as do individuals; they do not make as many mistakes. Many great leaders have learned these truths through experience. Any leader's belief in them will help him set up attitudes that

will go far in guiding his group between the Scylla of rugged individualism and the Charybdis of regimentation.

The leader who is self-seeking is, in the long run, doomed to failure. We have all known those who ran for president of the local P.T.A. in order to get a free trip to the convention. This kind of leadership will not do in a pressure group.

The leader must have integrity, a word that defies simple description. When Micah, the prophet, answered his question, "What does the Lord require of thee?" he gave an often quoted, simple formula for integrity. It could readily be paraphrased to read as follows: "What doth the Lord require of the leader but to do justly, love mercy, and walk humbly with his God?"

This apparently simple formula for integrity does not stand alone, and it should not be lifted out of context. One should remember that it follows a series of questions that the prophet asks and answers. He says, "What doth the Lord require?" Shall I come bowing? The answer is no. Shall I bring burnt offerings? No. Shall I sacrifice calves a year old? No. Shall I bring thousands of rams, or shall I bring rivers of oil? No. One must remember that these activities were the accepted standard of integrity in Micah's day. These were the things everyone was doing to show respectability. When we read Micah's formula in the light of the whole chapter, we find that he is preaching an almost revolutionary moral doctrine.

He is saying that integrity is not a matter of rule; it is not a matter of custom or tradition. It is essentially personal. Integrity, which is basically a matter of moral principle, must be built by every man for himself. The moral principles of today were built upon the moral judgments made yesterday by men. The moral principles of tomorrow are being built by the moral judgments we make today. Thus the leader must stand for the very best things in the very worst times. He must be a man of faith, a person of simplicity, humility, and sympathy, yet able to stand pressures.

Finally, the leader must have a fine capacity for enthusiasm. He must have a cause. He must be able, in the best sense of the word, to get "lit up" about his cause. Enthusiasm is the most infectious quality in human nature. It passes from person to person like an electric shock.

### The Face of Tomorrow

Those who fight for the welfare of the family and hence of children have a cause worthy of enthusiasm. They have something to get excited about. The projection of present trends in population growth and technical change indicate unprecedented problems in the next half century. Children yet unborn must face and solve these problems. Our population will double; unskilled labor will all but disappear; cities will

grow to unprecedented size; transportation and communication will erase sectionalism; and business will be even more concentrated. These developments will produce massive changes in the personal lives of our present generation of children. The span of life will probably continue to increase, and leisure will be available to all in spite of a rising standard of living.

Nevertheless the prospect is not entirely pleasing. Unless steps are taken to correct conditions, mental illness will become even more prevalent. Crime and delinquency will accompany the trend toward urbanization. In education the insistent demand for technical specialization will crowd out the broad personal development that comes through the study of the humanities. The organization of economic and occupational groups will demand more and more of the total national output. Children will be the victims of a vast economic squeeze play which will tighten around education and social welfare. These possibilities are not mere hunches, nor are they any attempt at prophecy. The study of history and economics would indicate that such trends are almost inevitable—*unless* something is done differently in our society than in any previous civilization. We must encourage desirable trends and arrest the dangerous ones.

There are those who believe that these alarming and disintegrating influences are inherent in western culture and hence unavoidable. You and I do not share this defeatist dogma. We know we can do something about it if we will. We know that the only way tomorrow's problems can be solved today is by getting today's children ready to face them. The program of the P.T.A. is precisely a program to foster the improvement of, and alleviate the dangers in, our present community life.

### A Child's Due

An exhaustive discussion of all the desirable fields of P.T.A. activity is impossible here, but high on any list we would place the following convictions on which all such activity is based:

- *No child should be deprived of the security, care, and love of a normal family.*
- *No child should be permitted to drift into delinquency because he lacks facilities for healthful, stimulating recreation.*
- *No emotionally disturbed child should be permitted to develop mental illness without qualified experts to salvage him, if possible.*
- *No child should be permitted to be unhealthy if his illness can be prevented or cured.*
- *No child should be limited in his educational opportunities by family background, race, or economic status.*

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*The second part of Dr. Corey's article will appear in the October National Parent-Teacher.*



# Ideas

at your service

CONTRIBUTED BY OUR  
NATIONAL CHAIRMEN

## A Day To Celebrate

From Mrs. Albert Solomon, national chairman of Citizenship, comes an earnest reminder that September 17 is Citizenship Day, on which Americans commemorate the signing of the Constitution in 1787 and give special recognition both to young citizens who have come of age and to all persons who have been naturalized during the past year.

Through appropriate ceremonies on this day, President Eisenhower has said, "all our people may gain a deeper appreciation of the great heritage secured to us by the Constitution and come to have a better understanding of our rights and responsibilities as citizens."

## Let's Talk School

September is a critical month for sixteen- and seventeen-year-olds who have reached school-leaving age. Summer-earned money jingles in their jeans. Some are reluctant to return to school. How can we help the teen-ager who is teeter-tottering on the fence between school and a job?

Compelling reasons for getting a high school diploma, says Mrs. E. L. Church, national chairman of Juvenile Protection, are set forth in *National Stay-in-School Campaign*, a brief, packed pamphlet available from the U.S. Government Printing Office, Washington 25, D. C., for fifteen cents. P.T.A. members can use these arguments to convince teen-agers and their parents of the advantages of a high school education.

## Making Living Safe

Would you like monthly suggestions for safety projects? Do you want safety slogans and tips to put on your P.T.A. bulletin board, in your P.T.A. newsletter, and in the state congress bulletin? Or quotable items on safety to send to your local newspaper and radio station?

If you do, says Mrs. P. D. Bevil, na-

tional chairman of Safety, you'll want to receive *Targets for Safety*, a monthly release from the National Safety Council. To get your name on the mailing list, send a request to Alice C. Mills, National Safety Council, 425 North Michigan Avenue, Chicago 11, Illinois.

*Recommended Policies and Practices for Student Council Leaders for Safety Education* is a publication that Mrs. Bevil and Mrs. C. Wheeler Detjen, national chairman of High School Service, believe will interest both chairmen of safety and leaders of high school P.T.A.'s. While the supply lasts, free copies are available from the National Commission on Safety Education, National Education Association, 1201 Sixteenth Street N.W., Washington 6, D. C.

## Tips on Programs

Mrs. John E. Hayes, national chairman of Programs and Founders Day, reports many requests for explanations of such terms as *panel*, *forum*, *symposium*, and *role playing*. Happily two of the National Congress' own publications are first-rate sources of information on these and other program techniques. *New Hope for Audiences* (forty cents) and *Study-Discussion Group Techniques for Parent Education Leaders* (twenty-five cents) describe various methods of presenting programs and tell when to use each method appropriately. Both booklets are available from your state congress office or the National Office. Since *New Hope* is a best seller on the Congress publications list, the outlook for lively, interesting P.T.A. meetings is bright indeed.

## It's Our World

Mrs. Louise S. Walker, national chairman of Audio-visual Services, calls our attention to a series of radio broadcasts designed by the Columbia Broadcasting System "to bring the world at large into the focus of our daily lives."

There are five programs in the series, each of which will be a half-hour broadcast one evening a week. The five are "Capitol Cloakroom" (interviews with government and other leaders on events and decisions of national importance); "Update" (background information—historical and political—on challenging current events); "The Leading Question" (debate on significant problems by outstanding spokesmen for opposing points of view); "Do You Know?" (discussion of a topic by an expert); and "So They Say" (a summary of important opinions and statements made by key figures during the week).

These programs, Mrs. Walker believes, will interest both young people and adults. She suggests you check the specific time of broadcasts over your local CBS station.

## For Healthy Communities

Henry F. Helmholz, M.D., national chairman of Health, emphasizes the values of a good, full-time, local public health department. It protects the community against health hazards just as a fire department protects it against fire hazards and a police department against lawlessness. It's inconceivable—but a fact—that 775 counties in the United States lack this indispensable safeguard of health. In other communities niggardly budgets limit department services.

If your community is limping along with inadequate health protection, *10 Tips Toward Tax-Supported Community Health Services* is for you, says Dr. Helmholz. This vigorous little booklet—a real generator of enthusiastic effort—outlines a practical course of action for securing or improving community health services (or, as a matter of fact, promoting any community project). Twenty-five cents sent to the National Health Council, 1790 Broadway, New York 19, New York, will bring you a copy of this excellent pamphlet.



## MOTION PICTURE previews



### PREVIEW EDITOR, ENTERTAINMENT FILMS

MRS. LOUIS L. BUCKLIN

#### ADULTS AND YOUNG PEOPLE

**The Admirable Crichton**—Columbia. Direction, Lewis Gilbert. Barrie's satiric whimsy, though somewhat dated, is amusingly acted and well produced. Kenneth More, the aristocratic butler, maintains his belief in a ruling class whether he is in England, where he serves his lord with distinction, or on a desert island, where the situation is neatly reversed. Leading players: Kenneth More, Diane Cilento, Martita Hunt.

Adults	15-18	12-15
Amusing	Amusing	Amusing

**An Affair To Remember**—20th Century-Fox. Direction, Leo McCarey. Cary Grant, a Lothario engaged to the richest girl in America, and Deborah Kerr, a luxury-loving beauty, fall in love and decide to go to work so that they can marry. Smartly sophisticated treatment becomes sentimental and then heavily pathetic in this "two-handkerchief" picture. Leading players: Cary Grant, Deborah Kerr.

Adults	15-18	12-15
Matter of taste	Matter of taste	No

**The Apache Warrior**—20th Century-Fox. Direction, Elmo Williams. A young Apache who believes he can help his people by cooperating with the white man enlists in the U.S. cavalry. When his brother is punished for seeking revenge Indian fashion, the Kid joins up with some bad Indians and wounds his white friend. Violence and gunfire. Leading players: Keith Larsen, Jim Davis.

Adults	15-18	12-15
Western fans	Poor	Poor

**Bail Out at 43,000**—United Artists. Direction, Francis O. Lyon. Fiction embroiders rather superfluously the stark tale of the stresses United States airmen undergo so that jet planes may fly ever higher with reasonable safety. Technical portions of the picture are gripping. Leading players: John Wayne, Karen Steel.

Adults	15-18	12-15
Fascinating	Good	Good

**Band of Angels**—Warner Brothers. Direction, Raoul Walsh. Robert Penn Warren's poetic, highly charged novel on slavery and the South at the beginning of the Civil War has been transferred to the screen as a diffuse, shallow melodrama with colorful settings. Clark Gable plays the wealthy, kindly plantation owner; Yvonne de Carlo is the proud white beauty with Negro blood whom he purchases at a slave auction; and Sidney Poitier is his educated right-hand man who prefers the hardships of freedom to affection and security as a slave. Leading players: Clark Gable, Yvonne de Carlo, Sidney Poitier.

Adults	15-18	12-15
Shallow melodrama	Poor	No

**Bernardine**—20th Century-Fox. Direction, Henry Levin. According to an enthusiastic student previewer: "Bernardine will be a smash. The teen-agers will love it; many of them will see it twenty times over! Pat Boone is wonderful in his first movie role, but I think Richard Sargent as the mixed-up teen-ager should walk off with the medals." Adult reviewers felt that the film was a wry but kindly satire on young people, reminding them a bit of Booth Tarkington brought smartly up to



Bernardine, a delightful film about teen-agers, features Richard Sargent and Pat Boone.

date. Leading players: Pat Boone, Richard Sargent, Terry Moore, Janet Gaynor.

Adults	15-18	12-15
Entertaining comedy	Good	Good

**The Burglar**—Columbia. Direction, Paul Wandkos. In this cops-and-robbers soap opera, Dan Duryea clings to a life of crime through loyalty to the kindhearted burglar who adopted him and taught him his trade. A gloomy, crime-does-not-pay melodrama. Leading players: Dan Duryea, Jayne Mansfield.

Adults	15-18	12-15
Matter of taste	Mediocre	Mediocre

**Calypso Heat Wave**—Columbia. Direction, Fred F. Sears. Those who enjoy calypso songs and dances will not mind a thin story, in which every incident serves as an excuse for more calypso. Leading players: Johnny Desmond, Merry Anders.

Adults	15-18	12-15
Calypso fans	Calypso fans	Calypso fans

**Decision Against Time**—MGM. Direction, Charles Crichton. There is something solidly real, and very attractive, about this English drama. A middle-aged test pilot faces almost certain death if he doesn't bail out of his injured plane and almost certain financial ruin for himself and his company if he does.

Straightforward script, honest direction and acting, and careful attention to details. Leading players: Jack Hawkins, Elizabeth Sellers.

Adults	15-18	12-15
Very good	Very good	Very good

**Desk Set**—20th Century-Fox. Direction, Walter Lang. This bright and funny adaptation of Shirley Booth's Broadway vehicle brings Spencer Tracy and Katharine Hepburn together again. The four girls in the research department of the Federal Broadcasting Company, headed by Miss Hepburn, get into a tizzy when they discover that Tracy, a methods engineer, may be replacing them with an electronic machine. Humor springs almost automatically as capable feminine minds determine to outsmart a mechanical brain. Leading players: Katharine Hepburn, Spencer Tracy.

Adults	15-18	12-15
Gay, light comedy	Yes	Yes

**Dino**—Allied Artists. Direction, Thomas Carr. A boy returns from the reformatory to a home where he is unloved and unwanted, and becomes leader of his brother's gang. But before it is too late he comes under the influence of a settlement worker. The story is handled with simplicity and sincerity, and Sal Mineo gives dignity to his role. Leading players: Sal Mineo, Susan Kohner, Brian Keith.

Adults	15-18	12-15
Unpretentious picture with a social message	Fair	Mature

**The D. I.**—Warner Brothers. Direction, Jack Webb. "D. I." stands for drill instructor in the Marines. In this presumably authentic account of boot training, Jack Webb is the tough and raucous D. I. responsible for turning untrained boys into fighting Marines in twelve weeks. Leading players: Jack Webb, Don Dubbins.

Adults	15-18	12-15
Matter of taste	Yes	Yes

**A Face in the Crowd**—Warner Brothers. Direction, Elia Kazan. Lonesome Rhodes—folksy, guitar-playing television idol—has, in a few short, frightening years, changed from a bum to a national political figure, beloved and followed by the masses. Illiterate, intoxicated with his own power, Lonesome is a dangerous tool in the wrong hands. Writer Budd Schulberg, director Elia Kazan, and actor Andy Griffith create a powerful and plausible protagonist whose meteoric rise sheds light on many present-day shabby practices. Leading players: Andy Griffith, Patricia Neal.

Adults	15-18	12-15
Powerful social melodrama	Mature	Very mature

**Fury at Showdown**—United Artists. Direction, Gerd Oswald. A routine western about an ex-convict and gunman who faces home-town hostility until his brother comes to his aid. Leading players: John Derek, John Smith.

Adults	15-18	12-15
Routine western	Routine western	Routine western

**The Garment Jungle**—Columbia. Direction, Vincent Sherman. An oversimplified black-and-white melodrama treats of unionism in a dress shop. Leading players: Lee J. Cobb, Kerwin Mathews.

Adults	15-18	12-15
Mediocre	Poor	Poor

**The Golden Virgin**—Columbia. Direction, David Miller. In this soap opera, romantic, handsome Rossano Brazzi is a vicious heel who woos back his estranged wife (Joan Crawford) so as to make money out of a charitable campaign for the education of deaf, dumb, and blind children. Leading players: Joan Crawford, Rossano Brazzi.

Adults	15-18	12-15
Crawford fans	No	No

**The Green Man**—Distributors Corporation of America. Direction, Robert Day. A crazy-quilt film made up of a series of delightfully daffy happenings. Alastair Sim, master assassin, accoutered with his own homemade bombs, attempts to carry out an assignment to obliterate a pretentious gentleman at the Green Man Hotel. Leading players: Alastair Sim, George Cole.

Adults	15-18	12-15
Amusing farce	Amusing farce	Mature

**A Hatful of Rain**—20th Century-Fox. Direction, Fred Zinnemann. This film version of the Broadway play about drug addiction handles a difficult subject with sensitivity and grim candor. A good cast—with Don Murray as the addict, Eva Marie Saint as his pregnant wife, and Anthony Franciosa as his brother—make the most of a tightly plotted, well-written script. A tragic, tensely absorbing drama. Leading players: Don Murray, Eva Marie Saint, Anthony Franciosa.

Adults	15-18	12-15
Good of its type	Probably too mature	No

**Hit and Run**—United Artists. Direction, Hugo Haas. Hugo Haas has produced another of his sordid melodramas. In this one an elderly husband plots vengeance on his young wife and her lover. Leading players: Hugo Haas, Cleo Moore.

Adults	15-18	12-15
Matter of taste	Trash	Trash

**House of Numbers**—MGM. Direction, Russell Rouse. Jack Palance's brilliant characterization of two brothers gives interest to this tense, well-produced melodrama. One brother successfully engineers the other's escape from San Quentin prison, only to turn him in again after becoming convinced that he is a menace to society. Leading players: Jack Palance, Barbara Lang.

Adults	15-18	12-15
Exciting prison melodrama	Mature	Mature

**Interlude**—Universal-International. Direction, Douglas Sirk. Beautifully photographed settings in Munich and Salzburg provide an appropriate background for a romantic attachment between a simple American girl (June Allyson) and a mysterious, melancholy musician (Rossano Brazzi). When she discovers that he has an insane wife pitifully dependent upon him, she nobly gives him up. Leading players: June Allyson, Rossano Brazzi.

Adults	15-18	12-15
Glossy romance	Matter of taste	Matter of taste

**The Iron Sheriff**—United Artists. Direction, Sidney Salkow. The sincere acting of Sterling Hayden as sheriff gives dignity to this whodunit in western dress. As a result of the sheriff's testimony, a boy is convicted of killing a stagecoach driver. But when new evidence turns up, the sheriff does not stop until he brings in the real murderer. Leading players: Sterling Hayden, Constance Ford.

Adults	15-18	12-15
Good western	Good western	Good western

**Island in the Sun**—20th Century-Fox. Direction, Robert Rossen. Alec Waugh's long, leisurely novel about race relations in a British West Indian colony has been brought to the screen. But it has been so compressed that the many threads of the story seem episodic, the characters oversimplified, and racial and political problems merely touched upon. Lush, beautiful settings. Leading players: James Mason, Harry Belafonte, Joan Fontaine, Dorothy Dandridge.

Adults	15-18	12-15
Overly elaborate story, beautiful settings	Mature	No

**Jeanne Eagels**—Columbia. Direction, George Sidney. Kim Novak lacks the intensity needed to give depth and plausibility to the role of the famous, tragically driven actress. But she looks consistently lovely—during scenes of her early carnival days (to which Jeff Chandler as barker and owner adds considerable color); her training period with a great dramatic coach; her theft of a play from an older actress; her unhappy marriage to a playboy; her excessive drinking, drug addiction, and early death. Leading players: Kim Novak, Jeff Chandler.

Adults	15-18	12-15
Mediocre	Mature	No

**The Little Hut**—MGM. Direction, Mark Robson. Based on an English stage play, this dull, obvious farce about the preoccupation of two men with one woman when they are all shipwrecked on a desert island is clumsily written and directed. A good cast painfully points up the story's shortcomings. Leading players: Stewart Granger, Ava Gardner, David Niven.

Adults	15-18	12-15
Dull	Poor	No

**Lo, the Indian**—Herbert Morgan, producer and director. In an impassioned plea for the Navajo Indians, Herbert Morgan hits hard at prejudice and points up the poignant problems of the impoverished Navajos, who are facing two worlds, neither of which they can quite accept. Unfortunately, technical deficiencies weaken the effectiveness of an important message. Leading players: the Indians themselves.

Adults	15-18	12-15
Interesting semidocumentary	Mature	Mature

**Love in the Afternoon**—Allied Artists. Direction, Billy Wilder. An American version of the romantic French farce (set in Paris), with occasional witty dialogue and tongue-in-cheek characterizations. Perhaps the cream of the jest was to cast Gary Cooper as a suave international Casanova. Audrey Hepburn is the innocent young cellist who saves Mr. Cooper from an angry husband with a gun but falls in love with him. Maurice Chevalier as her fond papa steals the show. Leading players: Gary Cooper, Audrey Hepburn, Maurice Chevalier.

Adults	15-18	12-15
Matter of taste	Sophisticated	No

**Loving' You**—Paramount. Direction, William Dieterle. The story of a guitar player who is discovered and promoted by an ambitious woman agent may well resemble Elvis Presley's own life. Said one young previewer: "I am not a Presley fan particularly, but I admit that some of his songs in this movie made me tingle all over." Leading players: Elvis Presley, Elizabeth Scott.

Adults 15-18 12-15  
Matter of taste Matter of taste Mature

**Man on Fire**—MGM. Direction, Randal MacDougall. Bing Crosby, an embittered divorced husband, fights his wife for possession of their ten-year-old son and loses. A well-acted but weak domestic drama. Leading players: Bing Crosby, Inger Stevens.

Adults 15-18 12-15  
Matter of taste Mature No

**The Midnight Story**—Universal-International. Direction, Joseph Pevney. Based on a television play, this unusual murder mystery describes a young ex-policeman's search for the murderer of a beloved priest. He discovers that the killer is a member of a warm Italian family to whom he has become greatly attached. Well acted and directed, although the ending is sentimentally softened. Leading players: Tony Curtis, Gilbert Roland.

Adults 15-18 12-15  
Good murder mystery melodrama Yes

**Monkey on My Back**—United Artists. Direction, André de Toth. The major portion of this film biography of Barney Ross, once world welterweight champion and Marine hero, is devoted to the horrors of the drug habit. The agony of his struggle to overcome his addiction (in Mr. Ross's case successful) is grippingly detailed. Leading players: Cameron Mitchell, Dianne Foster.

Adults 15-18 12-15  
Tense melodrama No No

**The Monte Carlo Story**—United Artists. Direction, Samuel A. Taylor. Someone had the piquant idea of bringing together two glamorous vintage stars—Marlene Dietrich and Vittorio de Sica. Each is an inveterate gambler who hopes to discover in the other a wealthy mate. Leading players: Marlene Dietrich, Vittorio de Sica.

Adults 15-18 12-15  
Frisivolous charm Yes Mature

**Night Passage**—Universal-International. Direction, James Neilson. An ex-railroad man outwits a band of outlaws led by his brother and carries a payroll successfully to the end of the line. Colorado mountains are exceptionally beautiful in a new color process. Leading players: James Stewart, Audie Murphy.

Adults 15-18 12-15  
Western fans Western fans Western fans

**The Pride and the Passion**—United Artists. Direction, Stanley Kramer. This opus, based on C. S. Forester's *The Gun*, is tautly constructed around a single theme, the Spanish guerillas' stubborn struggle for freedom against Napoleon's armies. This struggle is symbolized by their efforts in propelling a giant cannon across Spain to Avila, the stronghold of Napoleon's invading soldiers. The three main characters—guerilla leader Frank Sinatra; his compatriot, Sophia Loren; and Cary Grant, a courageous English soldier and engineer—do little more than suggest their roles. Leading players: Frank Sinatra, Cary Grant, Sophia Loren.

Adults 15-18 12-15  
Excellent spectacular

**The Prince and the Showgirl**—Warner Brothers. Direction, Sir Laurence Olivier. A glamorous showpiece in which Marilyn Monroe is a wide-eyed showgirl and Sir Laurence Olivier a stuffy regent who falls in love with her. Polished direction and acting give interest to an otherwise disappointing, rather cold fairy-tale farce. Leading players: Sir Laurence Olivier, Marilyn Monroe.

Adults 15-18 12-15  
Light romantic farce Light romantic farce Mature

**Pursuit of the Graf Spee**—J. Arthur Rank. Direction, Michael Powell. An excellent semidocumentary describes the last days of the Graf Spee, famous German raider during World War II. The film is suspenseful, well acted, and beautifully photographed; the characters have dignity and are sympathetically drawn. Leading players: Anthony Quill, John Gregson.

Adults 15-18 12-15  
Excellent semidocumentary

**The Rising of the Moon**—Warner Brothers. Direction, John Ford. A trio of short Irish plays featuring the Abbey Players are rich with the flavor and brogue of old Ireland. "The Majesty of the Law" concerns itself with an affable police inspector who must serve a warrant on an old, proud friend. "A Minute's

Wait" characterizes the folk at a train stop, and "1921" is the story of the escape of a political prisoner sentenced to death. Leading players: Cyril Cusak, Tony Quinn, Donal Donnelly.

Adults 15-18 12-15  
Excellent of its type Good but mature Very mature

**Saint Joan**—United Artists. Direction, Otto Preminger. A prosaic production of Bernard Shaw's brilliant play. Inexperienced Jean Seberg, the Joan for whom Director Preminger searched two continents, is betrayed by her girl-next-door type of prettiness and by uneven direction. Only in the trial scene, enacted by a seasoned cast, does Joan's strange tale ring true. The script is by Graham Greene. Leading players: John Gielgud, Anton Walbrook, Richard Widmark, Jean Seberg.

Adults 15-18 12-15  
Fair Fair Fair

**The Seventh Sin**—MGM. Direction, Ronald Neame. Based on W. Somerset Maugham's novel *The Painted Veil*, this slice of old-fashioned theater is respectfully mounted and conscientiously acted. A faithless wife elects to follow her bitter husband, a doctor, to a cholera-ridden island rather than be disgraced by his suit for divorce. Contrition follows as she works with children in a convent. Leading players: Eleanor Parker, Bill Travers.

Adults 15-18 12-15  
Poor Poor No

**Silk Stockings**—MGM. Direction, Rouben Mamoulian. Bright, brassy, and beautiful—even a shade bawdy in spots—this lively musical farce based on *Ninotchka* sets out to prove that not even the Russians are immune to love, Paris, and springtime. Cyd Charisse, who makes pure ballet out of the musical numbers, does a creditable job as the commissar sent to Paris to check on an errant Communist composer. Fred Astaire, a wily American film producer, uses the charms of Paris and such decadent Western frivolities as silk stockings to win her love. Leading players: Cyd Charisse, Fred Astaire.

Adults 15-18 12-15  
Lively musical farce Sophisticated No

**Something of Value**—MGM. Direction, Richard Brooks. Based on Robert Ruark's sensational book, this melodrama attempts to dramatize the present-day plight of the British who have lived in Kenya for generations and the smoldering natives, who make up 97 per cent of the population. By nullifying the effects of tribal law, the British have in effect undermined the structure and discipline of the African family without providing that "something of value"—a sense of human dignity and sharing—to take their place. Characterizations are secondary to the horrifying conflict between the Mau Mau and the whites. Leading players: Sidney Poitier, Rock Hudson, Dana Wynter.

Adults 15-18 12-15  
Powerful of its type Mature No

**3:10 to Yuma**—Columbia. Direction, Delmer Daves. Glenn Ford is the villain in this tense, well-constructed western. As the captured leader of an outlaw gang, he is confident of being rescued and tempts, teases, and torments his guard, an unhappy rancher who is doing his job with grim reluctance. Leading players: Glenn Ford, Van Heflin.

Adults 15-18 12-15  
Good western Good western Good western

**The Tin Star**—Paramount. Direction, Anthony Mann. The sympathies of Henry Fonda, an ex-marshal searching for more rewarding fields of endeavor, are engaged by a foolhardy stripping, Anthony Perkins, who is valiantly attempting to fill the job of sheriff in an outlaw-ridden town. As he teaches the boy the tricks of the trade, Mr. Fonda realizes that he has no business quitting, that he has a duty toward his fellow men. Leading players: Henry Fonda, Anthony Perkins.

Adults 15-18 12-15  
Routine western Routine western Routine western

**Torero!**—Columbia. Direction, Carlos Velo. A documentary of a bullfighter, with vivid human appeal and unusual artistry. The story of Luis Procuna, Mexican bullfighter, starts with his humble beginnings and portrays the intense and hazardous struggle in which he must continuously engage if he is to become a great fighter. Family incidents are interspersed to give warmth and some lightness to the over-all brooding atmosphere. Leading players: Luis Procuna, Senora Luis Procuna.

Adults 15-18 12-15  
Excellent of its type Mature No

**The Wayward Bus**—20th Century-Fox. Direction, Victor Vicas. The hazards of a violent mountain storm encountered by a small, antiquated bus seem more impressive than the frothy adventures of its passengers. Leading players: Jayne Mansfield, Dan Dailey.

Adults 15-18 12-15  
Matter of taste No No





## BOOKS in review

**WHY TEACH?** Edited by D. Louise Sharp. New York: Holt, 1957. \$4.00.

In her work as a counselor at Central Michigan College, Dean Sharp found that many highly qualified students were not interested in entering the teaching profession, even though they knew that there was a critical shortage in it and they were sorely needed. She concluded that young people nowadays need to be inspired to become teachers. As long ago as the sixteenth century, the scholar Erasmus had called teaching "the noblest of occupations." Perhaps it was time to remind youth of the worth and dignity of the teaching profession—to reaffirm its challenge, its drama, its rewards.

So Dean Sharp invited outstanding men and women in many professions and occupations—artists, generals, senators, industrialists, judges, doctors—to relate how teachers had influenced their lives. And she asked outstanding teachers to describe the satisfactions they, in turn, had derived from their work. The answers are collected in this book.

Among the more than one hundred distinguished contributors are Ezra Taft Benson, Omar Bradley, John Lester Buford, Mary Ellen Chase, Clifton Fadiman, Helen Keller, Karl Menninger, Yehudi Menuhin, Cornelia Otis Skinner, and Margaret Chase Smith. The testimony of both the teachers and the taught becomes a moving tribute to a supremely worthwhile profession.

**THE AMERICAN TEENAGER.** By H. H. Remmers and D. H. Radler. Indianapolis: Bobbs-Merrill, 1957. \$3.75.

For fifteen years H. H. Remmers, professor of psychology and education at Purdue University, and a staff of social scientists have been probing the minds of American adolescents. Their chief tool has been the questionnaire, or opinion poll, administered to a representative cross section of high school students. Their twofold aim has been to uncover the problems that beset adolescents and to learn what teen-agers feel, believe, and know about a wide variety of subjects, including health, education, marriage, religion, ethics, science, politics, decision making, relationships with parents, and their own future.

Although some of the Purdue Panel Opinion Polls (for example, the one on the Bill of Rights) have received wide publicity, *The American Teenager* is the first complete summary of the Purdue findings. It is written in laymen's language for the general public. "In the particular collaboration that is this book," writes journalist D. H. Radler in the Preface, "Dr. Remmers supplied the figures and I supplied the words. Both of us surveyed the literature, and both of us contributed ideas and interpretations. . . . The facts stand on their own merits, but our interpretations are, of course, open to question."

Some readers may challenge the facts as well as the interpretations, which sometimes seem sensationally slanted.

Others may doubt the value of simple, prefabricated answers to questions on difficult, complex subjects. Yet this honest survey makes an important contribution to our knowledge of American teen-agers and of their problems of "growing up in modern America." The information it contains has implications for parents and educators. It is a book worth their careful and critical consideration.

**HOME PLAY FOR THE PRESCHOOL CHILD: A BOOK OF CREATIVE CRAFTS AND ACTIVITIES.** By June Johnson. New York: Harper, 1957. \$2.25.

That question preschoolers are so fond of asking, "Mommy, what'll I do now?" need not discomfit the parent who owns this handy little volume. And, says the author, a mother of two, "Each idea in this book has been tested and approved by experts: the preschoolers themselves." The suggested activities, besides being fun for small fry, are based on sound principles of child development and are designed to encourage self-expression and creativity.

How-to-do-it suggestions are given for such crafts as drawing, modeling, painting, making designs with paper and paste, sewing, weaving, doll making, and cooking. Also included is a wealth of ideas on other creative pastimes—water play, dressing up, science experiments, storytelling, rhythms and games, and activities for trips, parties, and holidays. The materials recommended are imaginative yet inexpensive and easy to come by.

Not only parents but all those who work or play with preschoolers will find in this book a treasure trove of practical ways to enrich the lives of young children.

**GETTING THE MOST OUT OF HIGH SCHOOL.** By J. Irving E. Scott. New York: Oceana Publications, 1957. \$2.50.

What teen-ager hasn't wondered, at one time or another, if high school isn't just part of a plan dreamed up by adults "to keep us out of mischief until we're old enough to work"? This book seeks to help teen-agers think through for themselves the answers to their questions concerning the advantages of a secondary school education.

The author, a practicing school administrator, begins by presenting some persuasive arguments (backed up by charts and figures) in reply to the young person who asks "Why should I stay in high school?" Succeeding chapters explore with the young reader how to get along with his studies, his teachers, his fellow students, and his extra-class groups, and what he can do in high school to prepare himself for college or a job. Tests interspersed throughout the pages help the teen-ager analyze his own attitudes and abilities.

Although this guide is intended primarily as a self-help manual for high school students themselves, teachers and parents will find it highly useful in advising and working with them.

### I. PRESCHOOL COURSE

Directed by Ruth Strang

"Cradle Capers—Rock, Roll, and Bang" (page 13)



#### Points for Study and Discussion

1. Do you know of any babies who show the kinds of behavior—rocking, rolling, and head banging—that Dr. Comly describes so vividly in his article? If you do, tell the group about the other characteristics of these babies and also about their home environment. In answer to your question! on this topic, experts are likely to say, "I've been wondering about that, too." By describing cases you have known (without giving names), you can contribute to a better understanding of such baffling behavior.

2. One grandmother remembered seeing a head-banging baby when she herself was a girl of twelve. She said the baby, then less than two years old, would repeatedly bang his head against the sides of the crib. At that time the doctor told the mother, "This is very serious behavior. You'll have to stop it." So the mother spanked the baby whenever he began the head banging! What would Dr. Comly tell the mother today?

3. When adults feel worried or tense, what movements do they sometimes make—like tapping their feet or restlessly drumming their hands on a table? Does driving an automobile or scrubbing the kitchen floor sometimes relieve tension? It is natural for the baby also to relieve his tension or anxiety in some physical way. And since tension is caused by an unfulfilled need, his activities are bound to arouse Mother's concern, and she will then show greater tenderness toward the baby and try to meet his needs.

4. Discuss each of the following possible causes of anxiety and tension in a baby or young child. How may the anxiety and tension be avoided?

- \* Lack of water or food; being too warm or too cold; and other unmet bodily needs.
- \* Lack of tenderness in meeting the infant's needs. (An older child, a disgruntled nurse, or a baby sitter may, instead of showing tenderness in relieving the baby's needs, be rough or unpleasant with him or may actually hurt him.)
- \* Anxiety on the part of the mother. (Any criticism of her handling of the baby by her own parents or in-laws tends to make her feel tense, unhappy, and anxious. This anxiety is likely to be conveyed to the baby in subtle ways.)
- \* The child's fear of punishment, which may lead to preoccupation with "cradle capers."
- \* Fear of losing his mother or some other person close to him.
- \* Parents' inconsistencies in guiding the child.
- \* Too few outlets for the child's need for play and rhythmic expression. (If the various causes of tension and anxiety are removed in the case of babies who "rock, roll, and bang," this behavior will tend to be replaced by activities normal for their age.)

5. Discuss the importance of noting whether rock-roll-and-bang behavior is transient or whether it persists until

the child is four years old or older. In connection with stuttering, Wendell Johnson has emphasized the danger of making a child self-conscious by showing anxiety about his difficulty and by labeling him a stutterer. It is wise to observe the same caution with these other kinds of behavior. What might be the effect on a tense baby or child if his parents discouraged other ways of relieving tension, such as thumb sucking, or if they tried using punishment or restraint to break the habit?

6. Discuss each of these practical suggestions Dr. Comly gives for dealing with baby acrobats:

- \* Relax.
- \* Soothe the baby by cuddling or rocking him.
- \* Gently stroke him or sing to him.
- \* Give him a pacifier or favorite cuddly toy at naptime or bedtime.
- \* Prevent his crib from moving noisily, and pad the inside surface to keep him from hurting his head.
- \* Give an older child a drum or triangle, records he can dance to, and help him in other ways to express his rhythmic needs. Show him that you appreciate his efforts to change the undesirable habit.
- \* Expect gradual growth, not a sudden change in the child's behavior.

#### Program Suggestions

- \* In advance of the meeting ask several members to prepare charts showing behavior that might be expected of infants and children at different stages of development. The information for these charts may be obtained from any good book on child study or child psychology that describes children's behavior at successive ages. On one side of the chart list the kinds of behavior to be expected at each age. On the other side list corresponding rock-roll-and-bang activities sometimes found among babies and small children.
- \* Have a twenty-minute "experience meeting" during which parents tell how they have been able to reduce their own feelings of tension and anxiety—about world conditions or home conditions or their methods of bringing up their children.
- \* Divide into small groups of five or six for ten or fifteen minutes to discuss this one question: If a certain kind of unusual or undesirable behavior is caused by the child's fear, anxiety, or tension, what might be the effect of punishing him for that behavior?
- \* If an able child psychologist or psychiatrist is available, ask him to present the case of a child whose cradle capers persisted too long. Then in a general discussion analyze the case and try to understand the meaning of the child's behavior. Consulting your guest speaker, decide whether the child's parents should ignore the problem or get expert help with it.

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## II. SCHOOL-AGE COURSE

Directed by Bess Goodykoontz

"College: A Grade-School Decision" (page 24)



### Points for Study and Discussion

1. What is the purpose of Nancy Wimmer's article? Is it one of these?

- To encourage parents to think ahead toward their children's college problems?
- To urge parents to select their children's college early?
- To raise academic standards in elementary and secondary schools?
- To suggest ways in which parents and teachers can plan wisely—and early—for their children's continuing school experience?
- To put pressure on elementary school children to prepare for college?

2. The number of children who drop out before finishing high school is so alarming that we now have national stay-in-school campaigns. (See "References" for the 1957 announcement.) Why do children drop out? Suggest some characteristics of a school that encourages or produces dropouts. What kind of school encourages stayins?

3. In 1965 we will probably need 45,000 more doctors, 75,000 more college-trained nurses, 485,000 more elementary and high school teachers, 80,000 more natural scientists, and 100,000 more engineers than we have now. All these must have college training. How and when will the young people who are to fill such positions decide what they will do? What part may their parents play in the decision?

4. What are some reasons for setting up an educational guidance service in elementary school or junior high? Why should such a service include children's parents? How can an elementary school P.T.A. help reach parents who may not be sympathetic to higher education for their children? How is your P.T.A. carrying out the following project suggested in the current Action Program of the National Congress of Parents and Teachers: "Work with the school on a long-range plan to identify early in their school career those boys and girls who would benefit from a college education. Support strong counseling programs that will encourage young people to enter college. See that the counseling services extend also to the parents, so that they may be made aware of their children's abilities."

5. Nancy Wimmer says that colleges are looking for young people who can assume leadership in art, athletics,

drama, and so on in addition to being good students. Why should a college be so selective? Does it have a responsibility to the nation to train leaders in these fields?

6. As the school year starts, families probably have in mind a number of trips for week ends and holidays. Why not add a drive through a college campus, a college football game, a visit to someone who lives in a college dormitory? What other college excursions do you suggest?

7. Since this article is of wide interest, select some "quotable quotes" to try out in discussions, such as these:

- "Many a young person has been forced into college against his will; few, however, have managed to get there against their parents' will!"
- "Rigid, premature decisions, made without considering a child's capacities and interests, may doom both parents and child to unhappiness."
- "The boy or girl who loafs through the lower schools will have small chance of getting into college."
- "Next year about 100 million dollars in scholarship money will be distributed to students in our colleges and universities."

### Program Suggestions

• If you are to have an open meeting for a fairly large group, you might like to plan a "Go-to-College Clinic." This idea may seem strange at first to parents of younger children, until they realize that the discussion topics include them as well as the parents of older boys and girls. For example, a college representative who is accustomed to talking to prospective students might speak on "The Value of a College Education"; a banker, an insurance representative, or an investment counselor on "Financing Your Child's Education"; and a school guidance counselor on "Educational Planning for Bright and Gifted Children." Finally, a librarian might talk briefly on books about college that both parents and children would enjoy.

• If your group is small, you might offer to work with the school guidance service on a survey to find out how many parents of grade-school children are planning their youngsters' educational future and how many are not. Counselors need this information but rarely have time for home visits.

• If your school needs additions to its eighth-grade guidance materials, you might offer to find appropriate books and pamphlets on vocations; on colleges, universities, and trade schools; and on college scholarships and fellowships. If the school already has a good collection of such reference materials, you might arrange to browse through them for an hour before your meeting.

• Organize a panel made up of your school's former graduates who have attended or are attending college. Ask them to discuss such questions as these: How and when did you select your college? Who helped you and how? What do you believe would have helped you more—in the way of information, advice, high school subjects, work experience, and so on? When should you have had this help and where (at home, at school)? What advice would you give a young brother or sister or friend about planning for college?

### References

#### Books:

Landis, Paul H. *So This Is College*. New York: McGraw-Hill, 1954.

Mahoney, Harold J., and Engle, T. L. *Continuing Education After High School*. New York: World Book, 1957. Chapter 13.

Townsend, Agatha. *College Freshmen Speak Out*. New York: Harper, 1956. See pages 78-79, on how their home life helped freshmen adjust to college.

**Pamphlets:**

National Stay-in-School Campaign. *A Handbook for Communities*. Superintendent of Documents, Washington 25, D. C. 15 cents.

Warner, Lloyd W., and Havighurst, Robert J. *Should You Go to College?* Science Research Associates, 57 West Grand Avenue, Chicago 10, Illinois. 50 cents.

**Articles in the *National Parent-Teacher*:**

Booker, Ivan A. "Barriers to a College Education." January 1952, pages 11-13.

McDermott, William F. "Prospecting for Brain Power." June 1954, pages 4-7.

Reilly, William J. "College or a Job—or Both?" January 1954, pages 7-9.

### III. COURSE ON ADOLESCENCE

Directed by Evelyn Millis Duvall

"Those Physical Changes of Adolescence" (page 8)

#### Points for Study and Discussion

1. Recall for a few moments the young teen-agers you know personally. Do you find, as Dr. Jones suggests, that boys and girls of a given age differ enormously in their physical development? Do you agree that it is almost impossible to speak of "the fourteen-year-old" when youngsters of fourteen are poles apart in height, weight, size, and maturity?

2. What problems do girls in their early teens have as the result of growing up faster than do the boys of their age? What handicaps does a girl face when she is the tallest person in her room at school? By what signs do early-developing girls show that they are having difficulty in adjusting to being more grown up than other boys and girls of their age and grade? What can parents and teachers do to make these adjustments easier?

3. How can a "shorty" among teen-age boys come to terms with himself in the junior or early senior high school years? For example, would he find interesting possibilities in debate, dramatics, band, and other musical activities as a substitute for sports and social events in which he couldn't successfully compete with his earlier-developing peers? How can a parent or teacher convince a boy who is small for his age that he is "all right"? What reassurances and predictions are likely to be most helpful to any boy who is worried about his size?

4. Complexion problems are to be expected among young adolescents of both sexes during the years of rapid development. But these "epidermal catastrophes" can seem serious indeed to the youngster who is so eager to please, to be accepted, and to be lovable. What can a family do to help a boy or girl effectively manage a skin that tends to blemish? What foods are especially recommended? What foods should be avoided by a youngster whose skin has a tendency toward pimples and blackheads? When should the family physician be consulted about the skin troubles of the young adolescent? And what can a family do if the boy or girl finds it difficult to follow the régime recommended for him?

#### Program Suggestions

\* Invite an understanding physician whose practice includes young adolescents to speak to your group on the problems boys and girls face in coming to terms with their maturing bodies. Ask him to consider specifically the variations in development among both boys and girls; complexion problems; ways of predicting growth and de-

velopment; and how best to answer the questions that young people ask about their physical maturing.

\* Arrange a panel made up of the parents of young adolescents. Ask them to discuss their experiences in helping growing boys and girls toward a wholesome acceptance of their own bodies during the period of most rapid development. Suggest that the panel members tell how they have answered the questions their sons and daughters have asked about growing up. Suggest also that they bring up the problem of the child who does not ask questions and mention ways in which a mother or father can "get through" to him. Perhaps the panel will also be willing to discuss how they handled such situations as the girl's first menstruation and the boy's first nocturnal emission, as well as other developmental hurdles that often embarrass parents.

\* Review, as a basis for group discussion, a book or pamphlet dealing with the interpretation of the growing-up process to boys and girls (see "References"). Discuss what topics you feel such publications should cover and how much young people ought to know about what to expect in their own development. Consider the time in the youngster's life when these reading materials would be most helpful. Do you agree, for instance, with the experts' opinion that a child should know about the rapid physical growth that comes during adolescence *before* the change is expected, and be helped to prepare for it? Specifically, when should a girl know about what to expect in menstruation? About the use of brassieres? About deodorants?

\* Arrange to show the film *Human Growth* before an audience of mothers and their daughters of eleven, twelve, or thirteen. Make careful preparations for expert leadership in the discussion of the film. Consider a follow-up showing for fathers and their sons of the same age or a little older.

#### References

**Books:**

Duvall, Evelyn Millis. *Facts of Life and Love for Teenagers*. New York: Association Press, 1956. (Revised edition.) See especially Chapters 1-4.

Frank, Lawrence K. and Mary. *Your Adolescent at Home and in School*. New York: Viking, 1956. Chapter 2.

Gesell, Arnold; Ilg, Frances L.; and Ames, Louise Bates. *Youth: The Years from Ten to Sixteen*. New York: Harper, 1956.

**Pamphlets:**

Faegre, Marion L. *The Adolescent in Your Family*. Superintendent of Documents, Washington 25, D. C. 25 cents.

Lerrigo, Marion O., and Southard, Helen. *Finding Yourself*. American Medical Association, 535 North Dearborn Street, Chicago 10, Illinois. 50 cents.

**Articles in the *National Parent-Teacher*:**

Gallagher, J. Roswell. "Is This a Time of Conflict?" September 1953, pages 14-16.

Ilg, Frances L. "Is There a Teen-Age Time Table?" September 1954, pages 4-7.

Veeder, Borden S., M.D. "What Should They Know About Health?" November 1953, pages 11-13.

**Films:**

*Human Growth* (19 minutes), E. C. Brown Trust (available through your local or state health department).

*Physical Aspects of Puberty* (19 minutes), McGraw-Hill (available from film library of the National Association for Mental Health, 10 Columbus Circle, New York 19).

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*Note:* If any of the films listed here are not available for rental in your community, write the audio-visual services chairman of your state congress of parents and teachers and ask where they may be obtained. The extension department of your state university will also be able to give you this information—and perhaps to supply the film.





## POETRY LANE

### *Enchantment*

The small brown boy stood wonder-bound  
Within the woods, where fold on fold  
Reposing branches barred the sun  
Except for spears of shining gold.  
Enthralled by melody on high,  
He shinned up a tree and found  
A leafy perch upon a bough  
In closer range of sight and sound.  
And pursing childish lips to mock  
The trebling flutelike notes he heard,  
Became a sprite of singing woods,  
Companion to the bird.

—ELFRIEDE SCHUTT

### *Rain*

We all were silent as the sun went in  
And there was grateful dimness quietly  
Resting us from the hot, relentless glare.  
And silently we saw the leaves begin  
To tremble gently on each dusty tree  
And felt the lessening tension of the air  
Now, unbelievably, growing cool upon  
Faces that had forgotten being cool.  
And we were silent as the world grew blurred  
With rain, and we were silent, looking on  
To see the pasture lot become a pool,  
Our thankfulness too deep for any word.

—JANE MERCHANT

### *Prep School Football Game*

It was a perfect afternoon;  
We climbed a hill of benches  
Up from a field of sun to sit with our backs to trees;  
Dogs, children, sisters, dates, parents, grads, faculty  
Stumbled, slipped, clambered, squeezed together;  
Polished grass curved to a Wedgwood sky;  
Air, warm as a handclasp, returned us to summer;  
Reds, yellows, greens, blues—paintbox colors,  
Ran together, spilled,  
Got up, jumped, shouted, clapped, cheered;  
And everybody was the same age,  
And nothing mattered  
But the game and the being together—

Except that, in the second half, the air chilled,  
And we, shivering on our hillside,  
Began to envy the visitors on their sunny grandstand;  
Buttoned our coats, suddenly remembering who we  
were,  
And why we had come, and where we were going;  
Except that, toward the last, our team lost the game.  
It was only then we allowed ourselves to become  
aware  
Of how, all afternoon, bright leaves kept falling,  
falling.

—MELORA HOBBS POND

### *The Flesh and the Spirit*

Only the worn stone and the fire-charred sill,  
Only a bone or two of the burned house stand;  
But the roses and gray squirrels come each  
summer still  
To look for the generous hand.

—VIRGINIA BRASIER

### *Country Schoolhouse in Summer*

Somnolent through the summer day  
The schoolhouse drowns; without heed  
Of passing travel it awaits  
Only the children's autumn need.  
No shouts invade the empty air,  
The quiet shadows hold no mirth;  
Dusty leaves and grasses share  
The heat waves rising from the earth.  
Grass-grown path and silent bell,  
Empty playground, dangling swings  
Doze through the sunbaked afternoon  
While shrilly the cicada sings.

—KATHERINE TWOMEY

## OPINIONS BY POST

Dear Editor:

I agree with the "honor roll report" by Dr. White, Adams, and Cutlip discussed in "What's Happening in Education?" for June. The honor roll system in our junior and senior high schools contributes to delinquency and is undemocratic. It in no way compares with examinations in and out of schools or with scholarships, prizes, and badges, as William D. Boutwell seems to think. It is a sinister system that began about thirty years ago. Before that, students in our schools were taught modesty regarding position, looks, brains, or wealth.

What would teachers think of parents if they asked that all beautiful pupils be given special privileges? Yet it amounts to the same thing when those endowed with a few more brains are put on a pedestal from which it is hard to fall—because soon the teachers get the habit of handing out A's to a special few.

In the *June Reader's Digest* a fine tribute was paid to a great teacher. Calla Varner of St. Joseph, Missouri, inspired many dull students to greater achievement by her Christian attitude of helping them feel wanted and a part of the school. She taught her students to "serve with honor, not for honor."

Let us return to the American way, in which all can strive and have equal opportunity and not be "catalogued." Grades should be a private affair. It used to be like a game. Not until the end of the race did we know who won—by a nose. Then when the valedictorian and salutatorian were announced (and congratulated) and had to "pay" with a speech at graduation, the others could sigh with relief and say, "Whew! I'm glad I'm not *that* smart!"

Oakland, California

H. M. CHURCHILL

Dear Editor:

I was delighted to read in your June issue the excellent article on disarmament. As the article states, prevention of nuclear war is the most urgent problem of our time, and it is such a tough problem that we must mobilize all the intellectual resources we can muster to tackle it. I hope you will continue frequently to publish articles on the many aspects of war prevention. You could render no greater service to your readers.

Schenectady, New York

ROBERT S. ROCHLIN

Dear Editor:

Some time ago I read an article about an experiment being carried out by the state of New Jersey in which a diagnostic center, staffed with psychiatrists, psychologists, and other professionals, tries to determine the varying reasons for the behavior of sex offenders.

In one of your recent issues, under "What's Happening in Education?" I came across a discussion of whether "school-leaving age laws should be changed so that children who don't get on can get out." Somehow the two articles made a connection in my mind. It occurred to me that it might be worth looking into the possibility of establishing diagnostic centers in high schools, for the purpose

of attempting to determine the reason for a youngster's wanting to leave school—be it slow learning or a behavior problem.

It seems to me that helping our adolescents in their impressionable years might prove more advantageous to them and to society than letting them out of school at an earlier age and then having to deal with them as youthful or adult criminals.

MRS. HENRY BLUESTONE  
Cleveland Heights, Ohio

Dear Editor:

As a parent and former teacher, I wish to express my thoughts concerning the teaching of grammar in our schools. The title of an outline setting forth this teaching in the Portland schools is "Goals for Written Expression." Goals! Not copies of everyday playground expression or back-fence conversation but the aims and purposes for which we strive.

Any study of language shows it to be a growing organism, enriched by changes, made useful by adaptation. Yet in written language and in formal speech what patterns should we follow? Is it not a faulty premise to say that no one correctly uses *who* and *whom*, that no one says "Drive slowly"? As a matter of fact, most of our good writers, speakers, and people of cultivation do follow accepted grammatical standards. People are still judged by their speech. It is certainly true that in informal speech many people are not careful. On traffic signs, where terseness is a virtue, we use shortened forms. Small children and singing commercials use baby talk. There has always been street jargon. But on the whole, good usage is still good grammar in most circles.

The teaching and the drill open up to the imaginative teacher almost limitless possibilities. When the needs arise, as shown by the students' writing or speaking, drill becomes a significant tool for growth. Most students do not question the need for purposeful drill when they can see growth and achievement. Students love their fads in speech partly for the shock effect, but they do not expect or want adults to follow their example.

To say that we should not try to uphold standards simply because they are unattainable by some, or because they do not reflect the fad of the moment, brands us defeatists and deprives our children of their right to the full use and appreciation of our rich, beautiful language.

Portland, Oregon

RAE LAIRD

Dear Editor:

The cover of the April 1957 issue of the *National Parent-Teacher* depicts a near-perfect relationship expressed by the two "men" involved. The boy might be thinking, "That's my pop, and I love him," and the daddy might be thinking, "This is my boy." Both show the security of love.

Incidentally, a man appreciates a picture more if what is happening in it has happened to him.

Eugene, Oregon

WILLIAM D. FLOYD

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